The Education Quarterly

A Quarterly Review published in March, June, September and December each year

Ministry of Education
Government of India

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INTRODUCING THIS NUMBER

THIS issue of "The Education Quarterly" deals mainly with the much-discussed question of curricula and syllabuses at various stages of education. It is difficult to rate-over the importance of this issue for the proper orientation of our educational system. While there is no doubt that there are many other aspects of education which contribute to the proper development of attitudes and personality, a wisely planned curriculum and syllabuses which are geared to individual and social needs are of basic importance.

The first article by Mr. L. Mukherjee discusses suggestions for a Three-Year Degree Course. Mr. Mukherjee is of the opinion that the Course should be divided into two stages, the first year to constitute a period of orientation and the next two years to be devoted to a study of special subjects—a view which may well be open to discussion. There is also an article by R. K. Rao on the place of Philosophy in the university eurriculum. He is concerned to show the connection between Philosophy and the various other disciplines ; he believes that a study of Philosophy is a necessary prerequisite to specialisation and no man is truly educated who is without some grounding in this subject.

Mr. Dawood's article on "Changing Curricula in Secondary Schools" is one that is likely to be of special interest to all teachers in Secondary schools. He explains and discusses the essential features of the revised curriculum in the light of the Secondary Education Commission's recommendations. Also of interest to the Secondary school teacher is the investigation that has been carried out by Shakuntala Bhalla on "child worries." Though not strictly connected with a discussion of curricula or syllabus, this investigation has been included into the present issue because investigation of this and allied subjects ultimately reacts on the formulation of all school curricula.

'Arithmetic in the Junior School' has been included by courtesy of the Durham Institute of Education Journal and is part of our series dealing with the teaching of various subjects. Most parents will agree that Arithmetic presents more hurdles to the growing child (and often to his dutiful parents) than almost any other subject. Sister Winefride writes practically and stimulatingly on how to handle a subject that, well taught, need intimidate nobody. Or, at least that is the claim !

We also publish a note on the Evaluation of School Broadcasts by S. Prasanna Kumara Gupta who has observed school broadcasts with care and has practical suggestions to offer on how these c an be improved.

Finally, we have from J. K. Shukla, Director of the National Centre for Basic Training, a discussion of certain problems pertaining to the syllabus for Basic Schools. He analyses the Basic syllabus critically and makes suggestions on what must be borne in mind in preparing such a syllabus.

A departure from the main theme of this volume but topical and, therefore, likely to be of special interest to a wide circle of readers, is "Letter From Manila" a joint report by S. Natarajan of the All-India Council for Secondary Education and Muriel Wasi of the Ministry of Education. They report respectively the latest session of the World Congress of Organisations of the Teaching Profession (WCOTP) and the International Workshop for Education Editors which were held in August at Manila in the Philippines. The question atth emerges is : What do the Teachers and the Education Editors respectively contribute to the progress of education ? The Letter does not provide a definite answer to this question, but we should be glad to have our readers' reactions to its suggestion. We propose to run a symposium on this subject in a special Unesco number of the Quarterly that will appear, out of turn, in November this year.

K. G. S.

L. Mukherjee Discusses

SOME SUGGESTIONS FOR A THREE-YEAR DEGREE COURSE

THE demand to extend the existing two-year degree course by one more year is at least two decades old. It, perhaps, arose partly out of a desire to secure uniformity with the British Universities that award degrees after three years' study at the university, and partly out of a feeling that within the limited time at their disposal the universities are not able to do much. Perhaps, the residential and teaching universities were more vociferous in this demand, for the addition of one more year would increase their enrolment and income. The affiliating universities with their degree colleges were, on the other hand, lukewarm in their support, for the demand for a three-year degree course meant the reduction of the four college years, two at the intermediate level and two at the degree level, to three years, one year of the intermediate course being merged in the High school.

Delhi's Experience

But, as a result of the suggestion made in the late thirties, Delhi tried the *via-media* of having a Higher Secondary course for eleven years and a pre-university course of one year, while retaining the two-year structure of the degree course. This arrangement was by no means free from imperfections ; for example, it caused not a little inconvenience to, say, a Delhi scholar who had finished his ten-year school course but had not yet appeared at a public examination and by reason of the transfer of his parents to a different place, was forced to seek admission to a college outside the Delhi State. Very often in such a case the student was forced to lose a year, to study in the tenth class and appear and pass in the public examination of the province, before he could be admitted to a college. Perhaps, this peculiar disadvantage caused by an administration trying to enforce the scheme unilaterally prevented others from trying out the scheme, and nothing was done to change the existing structure for quite fifteen years.

University Commission

In 1949, the University Commission was concerned with the problem. On the one hand, the Commission was concerned with the poverty of a wider general education arising from the university degree course with its intensive but rather exclusive study of three subjects and on the other, it had to meet the argument that to superimpose a course of general education, as envisaged in the Harvard Report (General Education in Free Society) within the two available years would be to lower the standards. The Commission sought to tackle the problem by providing general education on twelve out of some thirty courses, to be taken during the first half of the first year of the degree course, and on the other, it increased the degree course from one of two to three years. The duration of three years applied both to pass and honours courses, a departure from the practice of almost every university in India—the Calcutta University being the exception—for this gave an additional year to Honours students. The M.A degree was to be offered to a pass student two years after his obtaining a degree but an Honours student would get it after a year. Thus, while there is an increase of one year to a normal under-graduate who would take five years to get an M.A. or M.Sc., the more ambitious aspirant may try for an Honours course in the degree stage and get his M.A. in four years.

The Commission further stipulated that science students should be offered the course of general education in Arts (Humanities and Social Sciences) while the Arts students should be offered the courses of

general education in Science. Besides, *the two subjects to be taken* by an Arts graduate were to be one from the Humanities, namely, languages, Mathematics, Philosophy or History and another from Social Sciences like, Psychology, Economics, Sociology and Politics. The notable omissions were *Education* and *Anthropology* which were increasing in popularity. The Commission made no recommendation for altering the structure of the *intermediate* course. Its recommendation of courses in general education served one purpose, namely the broadening of the student's general knowledge.

But the Commission failed to take account of the fact that the absence of any change in the content of the intermediate course left the new entrant to the university with any idea of the scope and content of the bewildering mass of new subjects from which he was expected to choose *in the higher university stages.* The meagre information provided in the prospectus, in this connection, would be of very little help to him. The student in this situation might wish for a period of study in successive course so that he might find out for himself which suited his abilities best. It seems necessary, therefore, that these courses should be long enough to give the student some chance to explore his potentialities and hidden aptitudes and yet short enough to save him from any frustration resulting from his inadequacy in a particular choice of subjects.

Secondary Education Commission

The recommendations of the Commission, however, have not yet been implemented. The urge for a three-year degree course has now come from another direction, namely through the reform of the content of Secondary education. In September, 1953 the recommendations of the Secondary Education Commission were published ; this Commission recommended the abolition of the intermediate course and the division of the two years of the intermediate into the school and degree courses, so that each would get a year.

The recommendations of this Commission met with a better fate, for they were reviewed by an *expert committee* financed by the Ford Foundation.

The abolition of the intermediate has several implications. It would mean an upgrading of the High schools and the enriching of the content of High school courses with certain additional studies for which the existing High schools do not seem to be well equipped. It would indeed be a pity if the addition of a year did not mean any rise in standards either in the content of the courses, or in the quality of the students turned out. The addition of a year to the High school would in that case mean a *virtual* waste which we should guard against. In Uttar Pradesh it would mean cutting down the existing intermediate courses into halves and perhaps a reduction of staff in the intermediate college with rather dubious chances of accommodating some of them in the enlarged degree courses. Perhaps in Uttar Pradesh since we had cut down the Secondary course by a year by the abolition of the preparatory class at the Primary, it might be wiser to keep the seven-year Secondary course in tact, and reduce the period, if possible, at the Primary stage by *amalgamating the existing first three years* of the Primary course into two. The four-year Primary education in Uttar Pradesh will then correspond to the structure of Primary education in other States both in content and in form, and would provide us with a 25 per cent extra in teachers to carry on our schemes of expansion in Primary education without causing any severe strain on the students. We would be ill-advised to reduce the content of the Secondary course in our State, in view of the persistent complaints of fall in standards, especially when in our urban areas we find many children trying to skip through the Primary course and to seek admission direct with a modicum of home tuition to the Junior High school classes.

The impact of the truncated intermediate courses on professional studies, like medicine and engineering, which have so far required intermediate as a minimum qualification for admission, must also be noted.

These courses are already heavy. If the standards of the Secondary are not lowered further, perhaps the medical courses could

add one year to useful pre-clinical studies and the engineering course could get one additional year for practical work.

Extra Year at University

What will be the effect of the additional year given to the university? If some of the content of the intermediate course were merely passed on to the universities, the gain of an additional year would be practically of no advantage, for the universities would be teaching to larger groups precisely what the intermediate colleges had been doing for the smaller ones. It is necessary that, with the three-year degree courses in the offing, which many universities in Uttar Pradesh and outside have accepted and many others are likely to accept, the scope of the degree course is settled, and a sort of uniformity of structure is maintained among the various universities in the Union. The Inter-University Board is perhaps the most suitable agency to work out a certain uniformity of outlook.

Lucknow Experiment

This year, Lucknow University is trying to carry out a novel experiment in the Faculty of Arts. Each student has to take one major subject and four minor subjects, called subsidiary courses. The minor subjects really constitute half courses and mean a year's study in each instead of a full-time study of two years required in a major. Besides this, a student has to take up four General Courses namely, General English, General Hindi (or one of the three Modern Indian Laguages—Bengali, Marathi or Tamil), General Sanskrit and General Education. There is yet a further stipulation namely, if the major happens to be from the Humanities, at least one of the minor subjects should be from the Social Sciences, and if the major happens to be a Social Sciences subject, one of the minors should be from the Humanities. The Lucknow experiment has its potentialities, and if there is any confusion, perhaps it is largely due to the fact that it has been introduced into one university only and is without precedent.

With the experience of the Lucknow experiment and with the recommendations of the reports of the University and Secondary Education Commissions, one may, perhaps, offer certain suggestions that a central body like the Inter-University Board may consider. The content of the three-year course should be divided into two stages—the first year constituting the orientation year should form one stage, and the next two years should form the other stage.

Suggestions

In the Orientation year, a common course should be offered to all students irrespective of the fact whether they join the Faculty of Arts, Science or Commerce. It is, however, possible that professional faculties like Medicine, Engineering or Agriculture may use a different orientation to suit their own peculiar demands.

In the three faculties mentioned above, each student should offer the following General courses taught throughout the year: (1) General English which should be a compulsory subject so long as students are compelled to read English textbooks, and then made an optional subject with an alternative of a second Indian Language; (2) General Hindi, as the Federal Language and (3) Our Cultural Heritage. Besides, there should be the three terminal courses, each to be taught for one term (the terms should be made equal in length and need not end with Dashera or Christmas Holidays).

(A) Physical Science: Any three of the following :—

Physics, Chemistry, Statistics, Geology, Geography, Zoology, Botany, Anatomy, Physiology or Bio-Chemistry.

(B) Humanities: Any three of the following :—

A Modern Indian Language, A Classical Language, English Literature, A Modern European Language. Hindi Literature, Mathematics, Indian History, World History, Philosophy.

(C) Social Sciences: Any three of the following :—

Sociology, Economics, Psychology, Education, Politics, Anthropology, Social Philosophy.

The scope of each of these courses will

be more or less of a general and introductory character, designed to serve an important function, namely to help a student to discover his aptitude. At the end of the course, namely at the end of the term, there will be a terminal examination of a paper of two hours, duration in each of the three subjects. A student failing in a subject will be allowed to reappear in it in the next term, without further attendance. For administrative convenience, it may be necessary to divide the entire body of students into three groups as follows :

Group A: First Term, Physical Science; Second Term, Humanities ; Third Term, Social Sciences.

Group B: First Term, Humanities ; Second Term, Social Sciences ; Third Term, Physical Sciences.

Group C: First Term, Social Sciences; Second Term, Physical Sciences ; Third Term, Humanities.

For the remaining two years, the students will be divided under the faculties of Arts, Science or Commerce as the case may be. Probably in the faculty of Science, we might be guided not only by the results of the orientation year but also by the fact whether the student has studied the corresponding science course in his Secondary school or a cognate scientific subject.

Commerce students may study the present course in its present form. Science students may have their present courses altered in the manner suggested in the following :

The preparation of a student for higher studies in the Higher Secondary schools which will after all amount to a truncated intermediate course, will not be adequate if a science student is given three subjects to study and each one equally intensively. It is therefore desirable that the student may either study two subjects out of a list of Physical Science subjects (as suggested by the University Commission) or take one as major and two as minor. The suitable subjects are: Mathematics, Statistics, Physics, Chemistry, Bio-Chemistry, Zoology, Botany, Geology, Geography, Anatomy and Physiology.

Advantages

The advantage of taking two subjects and studying both equally intensively will be that the candidate will have the choice of selecting one or the other in his M.Sc., while if he takes one as the major, he starts by choosing his probable M.Sc. subject directly at the B.Sc., stage. Both methods have something to commend them and it is desirable that the universities should come to an understanding among themselves as to which of the two alternatives is preferable. In either case the orientation course given in the first year will prove helpful in determining the choice, and will further give the science student a broader understanding and culture with a certain amount of background in the Humanities so as to save him from being a narrow technician. For the Arts student, likewise, we have to specify that he must take at least one subject from the Humanities group (Hindi, Modern Indian Languages other than Hindi, Classical Language, English, Modern European Language, History, Mathematics, Statistics or Philosophy) and one from Social Sciences (Sociology, Economics, Social Philosophy, Psychology, Education, Politics and Anthropology).

Whether both the subjects so chosen will be studied with equal intensity or not is a question on which the different universities must come to an understanding.

From what has been suggested, it will appear that the three-year degree course will prove really profitable, giving students both the width of general education and the depth of intensive study, provided we use an orientation year, followed by an intensive study of one or two subjects together with such studies in corresponding or cognate fields as are called for. It is claimed that a realistic approach to the problem is needed and the Inter-University Board must give serious thought to the issue and come to some understanding to evolve a common pattern for different universities to follow.

K. R. Rao Discusses

THE PLACE OF PHILOSOPHY IN UNIVERSITY CURRICULUM

THE present educational system is tending more and more in the direction of specialisation. Everywhere and in every field of knowledge, we have technicians and research workers delving into investigations of one kind or another, always seeking thoroughness and mastery in their particular skill or field of study. But often, and even when they have discovered many facts relating to their subject of enquiry, they fail to understand the underlying principles of organisation that bind these fragmentary facts into a coherent, compact and synthetic system. For specialisation enables us to ascertain facts, but it is Philosophy that teaches us to organise and systematise them. Therefore, in our times when there is so much stress on specialisation, the study of Philosophy can become a corrective to over-specialisation and an aid to abstract or general thinking. This article is an attempt to show how the study of Philosophy is essential to every branch of knowledge, whether it be in the sphere of the Social or in that of the Natural Sciences.

Teaching of Philosophy at Universities

History tells us that our country has a long tradition in the study and teaching of Philosophy. The Universities of Amaravati, Nalanda and Takshasila provided courses in Mathematics, Astronomy and other subjects, where every teacher on the staff was not only a scholar in his field, but a deep thinker and philosopher in himself. Beyond India, in the West, all through the Middle Ages, Philosophy was a compulsory subject of study for all students. Even today, Philosophy is an important subject in the Scottish Universities of Glasgow, Edinburgh and St. Andrews, that require a student to pass either in Logic or in Ethics in order to qualify for the M.A. degree. The German and American universities provide compulsory courses in Philosophy.

The study of Philosophy should be made compulsory at the graduate and undergraduate level because it helps students to think clearly and in a proper perspective. Mr. Richard Livingstone suggests that an explicit and exalted view of life is possible only when we provide opportunities for a wider and general education in an exact and comprehensible form. To this end he observes. "If I was an autocrat, I should make Philosophy a compulsory subject. By Philosophy I should mean Moral Philosophy together with either Logic or Theory of Knowledge".

The establishment of the two schools of Greats at Oxford is a clear recognition of the fact that Philosophy is an essential and integral element in the study of such subjects as History, Politics and Economics. Greats, officially known as the Honours School of Literature Humaniores, has two branches. One provides for the study of the history and thought of the Greek and Roman worlds and their literature, together with the study of Logic and Modern Philosophy. The other, Modern Greats (Honours School of Philosophy, Politics and Economics) is a composite school that provides for the teaching of Philosophy and History with Economics as applied to modern conditions. These two schools of Greats help to show that combination of Philosophy with two other subjects is not only educationally sound but also necessary. Philosophy encourages an analytical enquiry into the problems arising out of the methods employed, and the language used in the subjects of one's study. How does it do it? The statistical methods that have replaced the deductive method in Social Sciences, help the student to gather empirical evidence. But a student must reflect on the problem itself to know how to apply the statistical data to resolve his problem. Again, the

impact of language on our thinking is profound. Different linguistic usages give rise to many puzzling problems. The effect of such problems is far more serious in the Social Sciences than in the Natural Sciences, for much confusion can arise between description and definition.

Philosophy and Natural Sciences

As stated earlier, Philosophy is as essential to the understanding of the Natural Sciences as it is to Social Services. The following points will show how significant and how important is the study of Philosophy to Science students :

1. The distinction between Philosophy and Science is arbitrary. We are inclined to regard all problems that are speculative in nature, as philosophical. But until the nineteenth century, Philosophy included all sciences. Philosophical speculation becomes a scientific hypothesis when empirical evidence is adduced in its support. Often the so-called philosophical speculations prove to be significant starting points for exact scientific knowledge. For example, it was a wild speculation when Anaximander proclaimed that men are descended from fish. But Darwin took his clue from this and enunciated his famous theory of evolution. As Bertrand Russell puts out : "The guesses of Pythagoreans in Astronomy, of Anaximander and Empedocles in biological evolution and of Democritus as to the atomic constitution of matter, provided men of sciences in later times with hypotheses which, but for the philosophers, might have never entered their heads".

2. *Philosophy is a Pre-reguisite to Specialisatien* All eminent scientists, such as Einstein and Eddington, have been philosophers. Science begins with fragmentary facts and ends in abstract generalisation. The more a science is developed, the more it becomes abstract and generalised. I do not, however, mean to say that everybody should read Philosophy and no philosopher need study anything else. The philosopher also needs adequate preparation in a science that is related to his problem of investigation. No one can philosophise in the void. An adequate study of at least one branch of knowledge is the minimum requirement of any one who wishes to build up a system of Philosophy. No philosopher could talk about mind without studying Psychology or about matter without a study of Physics.

3. *Every scientist a is both a technician and purposive being.* He longs to know the end of his life and the purpose of his endeavour. The problem he faces in his investigations is not only that of discovering something but also of considering how best to utilise the discovery. Hence Philosophy forms a part of the scientist's study.

4. Finally, Philosophy as a compulsory subject should not be taught as it is taught in our universities today. It needs to be transmitted, transformed and specially made to suit the subject of one's specialisation. As a first step towards this end, philosophical jargon should be carefully avoided and the language of Philosophy made as non-technical and simple as possible. Secondly, courses in philosophy should be so devised as to promote the student's interest in the subject of specialisation, without being an additional burden of study on him by prescribing topics that are closely related to his main field of investigation.

Roundup of Activities
Ministry of Education

BASIC AND SOCIAL EDUCATION

Standing Committee on Basic Education

The Fifth Meeting of the Standing Committee of the Central Advisory Board of Education on Basic Education was held in May, 1953 to consider the Report of the Assessment Committee. On the recommendation of the Committee a Conference of State Education Ministers was organised at New Delhi on September 2 and 3 to lay down a clear-cut policy and programme for developing Basic education in the country.

Primary School Seminar

A delegation consisting of two members was sent to the Unesco-sponsored Regional Seminar on Primary School Curriculum held at Karachi from 14th to 29th May, 1956.

Expansion of Basic Training Facilities

The Government of India has decided to give special assistance to State Governments during 1956-57 to the extent of 60 per cent of the additional expenditure involved for expansion of Basic Teachers Training facilities.

Seminars

Outlines of a scheme for the organization of Seminars for Headmasters and Teachers of Basic and Elementary schools under the Second Five-Year Plan have been sent to State Governments. The expenditure on this account will be shared between the Centre and State Governments on an agreed basis.

Development of Libraries

A sum of Rs. 32,076 was sanctioned to Bihar State Government to complete the Library building at Nalanda attached to the Institute of Research and Post-Graduate studies for Pali and Budhist learning.

Literary Workshop

A literary workshop for authors in the technique of writing for children was held in May-June 1956 at Rajahmundri, Andhra.

Production of Literature for Children

The Ministry brought out an illustrated book for children entitled "Baune Ki Kheti". It is priced at Rupee one. The publication of another illustrated book for children, 'Anokhe Janwar' is under consideration.

Prize Competition in Children's Literature

Rules and conditions and procedure regarding prize competition in children's literature were finalised and have been referred to State Governments for their acceptance and participation in the Scheme.

Unesco Meeting on Literature for Neo-Literates

A delegation consisting of four members

and two Unesco fellows was deputed to attend the Unesco regional meeting of experts on the production of reading material for neo-literates which was held at Murree (West Pakistan) from 11th to 18th June, 1956.

Encouragement of Popular Literature

The Ministry of Education has received more than 700 entries of books in various regional languages for the 3rd prize competition under the scheme. The prizes are likely to be announced on 2nd October, 1956.

Audio-Visual Education

The State Governments have been requested to accord greater facilities for the use of audio-visual aids by exempting cinematograph exhibition of films in recognised institutions from section 10 of the Cinematograph Act, 1952. The States of Punjab, Madhya Pradesh, Andhra and Bombay have already issued necessary notifications.

A seven-day All-India Teachers' Conference on Audio-Visual Education was organised by the Ministry of Education in July, 1956 at the Central Institute of Education, Delhi. Seventy-three delegates including teachers, headmasters, inspectors of schools and lecturers in Teachers' Training Institutions from various States attended the conference. The Conference discussed various aspects of Audio-Visual Education in India and the effective use of audio-visual aids in Secondary schools. An Audio-Visual Educational Exhibition was also organised on the occasion for the benefit of the delegates.

An illustrated brochure entitled *Tips for Teachers*—a guide on the proper use of 16 mm film projectors has been printed and copies supplied to the State Governments.

Two educational films *Physical Features of India* and *Seven Islands* that were sponsored by the Ministry of Education under the production programme of educational films, have been released.

Two Indian historical feature films, *Pukar* and *Sikander* directed by Sohrab Modi, and two French classics, *L'Atlante* and *Poil De Carotie* directed by Jean Vigo, have been acquired for the Central Film Library.

SECONDARY EDUCATION

Technical Cooperation Programme

A project agreement was signed between the Government of India and the U. S. Technical Cooperation Mission according to which provision will be made for technical assistance to a programme for the improvement of educational administration in India. The main objectives of the programme are : (a) To develop an inter-disciplinary curriculum in the field of educational administration for all levels of school administrators and (b) To improve the compentence of school administrators on the job.

Scheme No. 2(a) : Research in Secondary Education in Teacher Training Colleges

Grants to the tune of Rs. 17,613 have been sanctioned to the five institutions under this scheme during this period.

Working Conferences at Ootacamund

Two Working Conferences in respect of the Scheme "Promotion of Educational Research in Existing Training Colleges" and "Educational and Vocational Guidance in Multipurpose Schools" were held at Ootacamund from 6th to 10th June, 1956.

The first Conference was attended by lecturers in charge of research projects from training colleges where the Ministry has sponsored these projects. The aim of this Conference was to appraise the work done under the Ministry's scheme of promotion of research for the last two years, and to plan and coordinate programme of research for the Second Five Year Plan period.

The other Conference was attended, among others, by headmasters of selected multi-purpose schools and directors of State Bureaux of Educational and Vocational Guidance. The aim of the conference was to find out the problems facing the headmasters and guidance workers and suggest solutions for them.

Rehabilitation of Displaced Teachers and Students

During the period under report, 40 persons were assisted in securing duplicate copies of their certificates (lost either during the post partition disturbances or due to some other reason) from the various universities and educational institutions in the country.

All-India Council for Secondary Education

The Sub-Committee appointed by the Council has drawn up the provisional list of training colleges for inclusion in the second flight of the Extension Services project.

Five regional and two special seminars were organised in May-June, 1956, in which several States participated. A handbook giving the details, aims and organisations of the educational seminars was published.

Labour and Social Services Camps

During the quarter ending 15th July, 1956, grants were made to four State Governments and six Universities to organise Labour and Social Service Camps during the summer vacation. In addition voluntary organisations have also been engaged in organising camps.

Camps are also a regular feature in the activities of A.C.C. organisation. A sum of Rs. 2 lakhs has been paid to N. C. C. Directorate in order that they may conduct camps in different parts of the country.

Grants to Part 'C' States

Sanctions to the following State Governments were issued during the period under Report :

Tripura

(1)	For purchase of a bus for M.T.B. Girls H.E. School, Agartala.	Rs. 30,000
(2)	For grants to Atheletic Clubs and Common Rooms and B.T. Training of Teachers during 1954-55.	Rs. 14,535
(3)	For the Annual and Combined Cadre and Social Services Camp 1955, (Girls Division N.C.C.)	Rs. 11,918
(4)	For the 2500th Budha Jayanti Celebrations	Rs. 1,550
(5)	For acquisition of plot of land for Tripura Loka Sikshalaya	Rs. 2,000
(6)	For giving cash rewards to Hindi knowing candidates in the State.	Rs. 1,600
(7)	For the award of prizes to the students of Secondary Schools during 1956-57	Rs. 3,100
(8)	For the continuance of Post Graduate Basic Training College.	Rs. 42,868
(9)	For the continuance of Basic Training College with Experimental and Junior Basic Schools.	Rs. 1,19,384
(10)	For the continuance of the scheme of expansion of Basic education.	Rs. 1,68,854

Manipur

Sanction has been issued for exemption of Scheduled Tribes students from payment of tuition fees at all stages of education in Manipur State from the year 1955-56.

Delhi

Ex-post-facto sanction has been issued to the Delhi State Government for the creation of 130 posts of whole time Social Workers under Social Education Scheme on a fixed consolidated pay of Rs. 750 p.m. (without any allowance) with effect from 7th July, 1954 and further date during 1954-55.

Kutch

Sanction has been issued to the Kutch State Government for the grant of stipends to 13 blind students in the Blind School at Vandhay at the rate of Rs. 35 p.m. per student for the year 1956-57.

Sanction has been issued to the Kutch State Government to the creation of 20 posts of School Mothers in Primery schools in Kutch on a fixed pay of Rs. 15 p.m. (without any allowance) with effect from the date of their appointments.

Inspection of Public Schools

It has been decided to inspect the following Public Schools during the current financial year :

1. Birla Vidya Mandir, Nainital
2. Vikas Vidaylaya, Ranchi, and
3. Rishi Valley School, Rishi Valley.

Higher Secondary Examination by the Ajmer Government

The Ministry has approved recently the syllabuses prepared by the authorities of the Central Board of Secondary Education, Ajmer, for the conduct of Higher Secondary Examination by the Board.

Assistance to Voluntary Educational Organisations

The Scheme has been approved by the Planning Commission for continuation in the Second Five-Year Plan. The following institutions have so far been sanctioned grants under the Scheme :—

1. Gujerat Research Society, Bombay (as final instalment for the development of its Psychological Research Bureau) — Rs. 17,965
2. Grama Vidyodya Sangha, Mysore, (as first instalment for the development of Higher School Building). — Rs. 35,000

Service Civil International, Mehrauli has been sanctioned a sum of Rs. 5,000 from the "Minister's Discretionary Fund".

Education of the Handicapped

The Government of India have appointed a Committee to draw up suitable questionnaires for a random sample survey to determine the incidence of major physical and mental handicaps and to determine the educational, social and economic needs of the handicapped. This committee met in New Delhi on the 31st May and the 1st June, 1955. Questionnaires for the survey of the blind, the deaf and the orthopaedically handicapped have been drafted.

The Government of India have also appointed an Expert Committee to consider the education and training of mentally retarded children in all their aspects and to make suitable recommendations. The Committee met on the 30th May, 1956 and recommended, among other things, that a model school for mentally retarded children should be established at Delhi. Steps are being taken to implement this recommendation of the Committee.

It has been decided to hold a Seminar on the Employment of Blind at Mussoorie from the 24th to the 29th September, 1956. The main object of this Seminar will be to consider ways and means of opening up wider job opportunities for trained blind persons.

HIGHER EDUCATION

University Grants Commission

The Government of India have so far placed at the disposal of the University Grants Commission a sum of Rs. 63,35,000 towards its requirements during 1956-57.

Shri C.D. Deshmukh has been appointed as Chairman of the University Grants Commission.

Facilities for Home Science Education

Under a Project Agreement entered into between the Government of India and the Government of U.S.A., technical assistance, training opportunities, equipment and books will be made available to eight selected Indian Universities and colleges to help develop and strengthen Home Science Education and Research.

Seven American experts have already arrived and are working with different institutions. Two more experts are expected to arrive shortly. Part of scientific equipment and books has already been received by the institutions. Arrangements are afoot to provide training in U.S.A. to suitable Indian personnel who will ultimately take over the work from the American experts.

Establishment of a Centre of Public Administration at Lucknow University

Under an Agreement entered into between the Government of India and the

Government of U.S.A., technical assistance, training oppOrtunities and books are to be provided for the establishment of an Institute of Public Administration at Lucknow University. The scheme is already in operation. Six persons have been recommended for training in U.S A. under this scheme

Grants to All-India Institutions

The Deccan College Post-Graduate and Research Institute Poona, has been informed of the Government of India's decision to pay a grant of Rs. 1 lakh per year for 15 years, subject to certain conditions for the preparation of a Sanskrit Dictionary on historical principles.

A sum of Rs. 62,500 has been sanctioned to the Jamia Millia Islamia, New Delhi, as first instalment of the maintenance grant for the year 1956-57.

A sum of Rs. 10,000 has been sanctioned for the Ganganath Jha Research Institute, Allahabad, as grant-in-aid.

Rural Higher Education

Of the ten Institutions approved for development into Rural Institutes, *ad hoc* grants of Rs. 2 lakhs each to five and of 1 lakh each to the remaining institutions have been sanctioned for the year, 1955-56.

The Rural Institutes have already started functioning. The courses that they are going to start from the current academic session are shown below :—

1. The Gandhiagram Rural Institute, Madurai.	(a) Three-Year Diploma in Rural Services (b) Two-year Certificate in Agricultural Science.
2. Lok Bharati Rural Institute, Sanosra	(a) Three-year Diploma in Rural Services. (b) Two-year Certificate in Agricultural Science.
3. Ramakrishna Mission Rural Institute Coimbatore Distt., Madras.	(a) Three-year Certificate in Civil and Rural Engineering. (b) Two-year Certificate in Agricultural Science.
4. Balwant Vidyapeeth Rural Institute, Agra.	Three-year Diploma in Rural Services.
5. Rural Institute, Amravati.	(a) Three-year Diploma in Rural Services. (b) Two-year Certificate in Agricultural Science.
6. Vidya Bhawan Rural Institute, Udaipur.	(a) Three-year Diploma in Rural Services. (b) Three-year Certificate in Civil and Rural Engineering.
7. Jamia Millia Rural Institute, Delhi.	Three-year Diploma in Rural Services.
8. Visvabharati Rural Institute, Sriniketan.	(a) Three-year Diploma in Rural Services. (b) Two-year Certificate in Agricultural Science.
9. Rural Institute of Higher Studies, Turkl.	Three-year Diploma in Rural Services.

No final decision has so far been taken with regard to the Mouni Vidyapeeth Rural Institute, Gargoti, Kolhapur.

The Standing Committee set up by the National Council held its first meeting on 29th May, 1956. The recommendations of the Committee are being implemented.

TECHNICAL AND SCIENTIFIC EDUCATION

Indian Institute of Science, Bangalore

The Reviewing Committee appointed by the Visitor (the President of India) in 1955 to review the work and progress of the Indian Institute of Science, Bangalore, has submitted its report which is under consideration.

On the recommendations of the Reviewing Committee appointed in 1948 and the All-India Council for Technical Education, the Government of India have approved in principle the scheme for the establishment of an Instrument Section at the Institute.

Indian Institute of Technology, Kharagpur

The Indian Institute of Technology, Kharagpur Bill, 1956, which seeks to declare the Institution to be of national importance and to provide for its incorporation and matters connected therewith, has been introduced in the Lok Sabha.

Nilokheri Polytechnic, Nilokheri

The administrative control of Nilokheri Polytechnic, Nilokheri, has been transferred to the Government of Punjab, with effect from the 1st April, 1956.

Administrative Staff College for India

The Administrative Staff College that was registered as a Society on the 18th May, 1956, held its first meeting of the Court of Governors on 19th May, 1956, under the Chairmanship of Dr. John Mathai.

Unesco Mission for Western Higher Technological Institute, Bombay

In connection with the establishment of Western Higher Technological Institute, Bombay, a Unesco Mission consisting of seven Soviet Experts and three Unesco representatives arrived in India towards the end of April, 1956, to discuss with the Government of India the question of equipment to be supplied by the Government of U.S.S.R. under Unesco's Expanded Technical Assistance Programme. In order to get first hand knowledge of the organisation and patterns of Technical Education in the country the Mission visited selected Engineering and Technological Institutions, National Laboratories and Research centres in India. It left India in the middle of June, 1956, after finalising the lists of equipment in consultation with the Indian Experts.

Unesco Expanded Programme of Technical Assistance—1957

A request for 22 foreign experts, training facilities for ten Indian teachers, and equipment worth about $1,50,000 for educational and research institutions has been made under the Unesco's Expanded Programme of Technical Assistance for 1957. The total estimated cost of the above will be about $3,62,000.

National Research Fellowships

During the period under review, sixteen more candidates have been selected for the award of National Research Fellowships, thus bringing the total to 23. So far 12 candidates have accepted the award and started the work under the scheme.

Practical Training Stipend Scheme

It is proposed that during 1956–57 about 800 Senior and 300 Junior stipends should be instituted for the Practical Training of graduates and diploma-holders in Engineering and Technology in various industrial establishments and Government departments. The stipends will be tenable for as period or one to two years.

Grants for Development of Scientific and Technical Education and Research

During the period under review, grants

totalling Rs. 13,43,118 (recurring and non-recurring) were paid to 14 institutions for the development of facilities for Scientific and Technical Education and Research.

Loans for Hostels

Interest-free loan amounting to Rs. 1,20,000 was paid to Seshasayee Institute of Technology, Trichurapalli, during the period under review, for the construction of a students hostel.

PROPAGATION AND DEVELOPMENT OF HINDI

Hindi Shiksha Samiti

The ninth meeting of the Hindi Shiksha Samiti was held at New Delhi on 5th July, 1956. The Samiti reviewed the progress made by the (i) Hindi Examinations Committee, (ii) Four Regional Committees and (iii) Two Sub-committees on the propagation of lists of 2,000 and 500 basic Hindi words, and desired that these Committees should complete this work as early as possible. In addition, the Samiti recommended the appointment of one Hindi Education Officer in each non-Hindi speaking State to coordinate and promote the cause of Hindi, establishment of one Hindi teachers' training college in each State, appointment of a small committee to consider the question of conducting research into the method of teaching Hindi and the opening of Hindi Departments up to M.A. standard in all Universities where such facilities do not exist.

Grants to Hindi Organizations

An *ad hoc* grant of Rs. 10,000 has been sanctioned to the Hindi Bhawan, New Delhi, for the purchase of books for its Hindi library.

The third and the last instalment of Rs. 10,000 out of a total grant of Rs. 30,000 sanctioned to implement a scheme for the propagation of Hindi in the South, has been released to the Dakshin Bharat Hindi Prachar Sabha, Madras.

The balance part-payment of Rs. 2,000 of the fourth quarterly instalment for the period April-June has been made to the Director, International Commercial Information Service, Madras, to bring out a six-language Dictionary. Sanction has also been accorded to him for the payment of Rs. 3,000 being the fifth quarterly instalment for the period July-September, 1956.

A grant of Rs. 25,000 to be paid in four equal instalments, has been sanctioned to the Hindustani Sabha, Hyderabad, to bring out a seven-language dictionary. The first instalment of Rs. 6,250 has been paid.

Coordination Committee on Lexicographical Work

A meeting of the Coordinating Committee set up to guide, control and supervise all lexicographical work done in the country seeking Government assistance, was held on the 11th June, 1956, to consider letter 'B' of the English-Hindi Dictionary under preparation by the Hindustani Culture Society, Allahabad.

Bilingual Alphabet Charts in Hindi

The Government of India have finalised the scheme to prepare Bilingual Alphabet Charts in Hindi and 12 other major regional languages to enable non-Hindi knowing people to learn Hindi easily and quickly through their mother tongue. A Press Note has been issued in this regard, inviting model Bilingual Alphabet Charts from all publishers etc.

Prizes for Hindi Books

In order to encourage the development of Hindi language and literature, it has been decided to award sixteen prizes of Rs. 2,000 each for Hindi books of outstanding merit, published during the year 1955. The prizes will be awarded on (i) Translations, (ii) Original work, (iii) Books specially devoted to the promotion of inter-class, inter-communal and inter-State understanding and (iv) Books on scientific and technical subjects. Two prizes under categories (i) and (ii) above have been earmarked for an author/translator whose mother tongue is not Hindi. The last date for the receipt of entries is September 15, 1956. This will be the third contest of its kind.

Hindi Classes

The Classes for teaching Hindi to the non-Hindi knowing Central Government employees are at present run at Delhi/New Delhi by the Ministry of Home Affairs during office hours and by the Ministry of Education after office hours. Besides, the Hindi Prabodh course, two higher courses of study, viz., the Hindi Praveen and the Hindi Pragya have been introduced, the syllabii for which were prepared by the Ministry of Education. The fifth Hindi Prabodh and the first Hindi Praveen examinations were held in June, 1956, in which 294 and 189 candidates appeared respectively.

SCHOLARSHIPS

Central States Scholarships Scheme

Admissions of all the five scholars for 1956-57 have been arranged in suitable institutions abroad.

Foreign Languages Scholarships Scheme

Of the total of 30 scholarships to be awarded for 1956-57, the selection of candidates for 23 scholarships has been finalised. The applications for the remaining seven scholarships (one in Arabic and three each in Persian and Turkish) have been invited afresh.

Agatha Harrison Fellowship, 1956-57

Selection of candidate for the scholarship has been made.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme — Overseas Scholarships, 1956-57

On the recommendation of the Union Public Service Commission, 12 scholarships (four to each of the three groups of Scheduled Castes, Scheduled Tribes and Other Backward Classes students) have been awarded.

Passage Grants to Scheduled Castes, Scheduled Tribes and Other Backward Classes Students, 1956-57

Of the total 12 passage grants available (four to each of the three groups of Scheduled Castes, Scheduled Tribes and Other Backward Classes Students), four Other Backward Classes Students who were in receipt of foreign merit scholarships have been selected for award of such grants.

Partial Financial Assistance Scheme

Applications for partial financial assistance have been received from 85 students. Loans amounting to Rs. 7,500 have been sanctioned. A sum of Rs. 15,250 has been recovered from students who were granted loans in the past.

Enquiries Regarding Scholarships for *Studies and Practical Training* Abroad

Six hundred and seventy enquiries regarding various scholarship schemes and 172 enquiries regarding practical training facilities abroad were attended to during the quarter.

Admissions for Private Students for Studies Practical Training Abroad

Applications of fifteen students were forwarded, after scrutiny, to the High Commission in the U.K./Indian Embassy in the U.S.A. for securing their admissions in suitable institutions.

Italian Government Scholarships, 1956-57

Names of three candidates have been recommended to the Italian Government for award of the three scholarships.

Egyptian Government Scholarships

An offer of three scholarships for 1956–57 and two scholarships for 1957-58 has been received and is under consideration.

Netherlands Government Fellowship, 1956-57

Applications for the Fellowship have been received. The selection is expected to be made shortly.

Swiss Government Fellowship, 1956-57

Names of three candidates have been recommended for award of the scholarship.

West German Government Scholarships, 1956-57

Names of seven candidates have been recommended for award of seven scholarship.

Federation of British Industries Scholarships, 1956-57

Of the six candidates recommended to the Federation for award of six scholarships, the selection of one candidate has been approved.

Brush Aboe Group Commonwealth Scholarship, 1956

Selection of a candidate for the scholarship has been finalised.

London Transport Authority, U. K.—Offer for Practical Training Facilities, 1957

An additional offer for practical training of six Indian nationals has been received and is under consideration.

Royal Commission for the London Exhibition of 1851 and the Rutherford Scholarship of the Royal Society, London, 1956

One candidate has been awarded the London Exhibition scholarship.

Technical Assistance Programme (Colombo Plan) and Technical Cooperation Mission (Point Four) Programme, 1957

Names of 53 candidates (40 under the Colombo Plan and 13 under the Point Four Programme) have been recommended to the Ministry of Finance (Department of Economic Affairs).

U. N. Social Welfare Fellowships/Scholarships Programme

U. N. O. has approved six candidates for the award of Fellowships under the 1956 Programme. One candidate has gone abroad.

U.N.O. has offered five fellowships under the Programme for 1957. One fellowship is earmarked for the Fellow who was recommended under the 1956 Programme but could not be provided for under that Programme. The fellowships have been publicised.

Unesco Fellowship for Production of Reading Material for Neo-Literates 1955-56

Names of two candidates have been recommended for the award of the fellowship.

Unesco Fellowship for Editing and Production of Textbooks, 1955-56

The selection of candidates for the three fellowships has been made.

Unesco Technical Assistance Programme—Fellowships in Fundamental Education and Rural Teacher Training, 1955-56

Unesco has arranged the placements of three candidates selected for training in Rural Teacher Training abroad.

Unesco Technical Assistance Fellowships and Scholarships Programme

Unesco has offered five more fellowships for 1956-57—two for the nominees of the Indian Institute of Technology, Kharagpur, and one each for a nominee of the Institute of Radio Physics and Electronics, Calcutta, the National Physical Laboratory, New Delhi, and the Bureau of Vocational Guidance, Delhi. The offer is under consideration.

Government of India Reciprocal Scholarships

Of the total of 22 scholarships to be awarded for 1956-57, selections of 11 candidates, six from Yugoslavia, three from Italy, and one each from Switzerland and the Netherlands have been made. Applications for the remaining awards are awaited.

General Cultural Scholarships Scheme

The number of scholarships under the scheme has been raised from 100 to 140

from 1956-57. Selection of candidates for 103 scholarships (including 11 part scholarships) has been made.

Scholarships to South and South-East Asian Countries (Colombo Plan)—1956-57

The Governments of Malaya and the Philippines have requested for the reservation of four and thirteen places respectively for their nationals for study in educational institutions in India. Arrangements for the desired reservations are being made.

Government of India Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme —Post—Matriculation Scholarships for Study in India, 1956-57

20,801 'Renewal' and 521 'Fresh' applications have so far been received. Scholarships of 1,539 students have been renewed for 1956-57.

Merit Scholarships in Public Schools

The following changes in the scheme have been made :

(i) The examination centres have been increased from 10 to 11 in order to cater to the needs of the children from South India.

(ii) The psychological tests have been reorganised on the basis of the Report of the Committee of Senior Psychologists set up for the purpose.

A press note inviting applications for the 1957 scholarships has been issued. The last date for receipt of applications by the Directors of Public Instrutction/Directors of Education of the States concerned was 15th July, 1956.

Scholarships to Young Workers in Different Cultural Fields

The Central Selection Committee and the various Panels of Experts have been set up for selection of candidates for the 1956-57 scholarships.

Research Scholarships in Humanities

Applications for the 100 scholarships to be awarded for 1956-57 have been received and the selection is expected to be made shortly.

Scholarships for Studies in Social Sciences

It has been decided to award from this year a few scholarships for post-graduate studies in Social Sciences. The amount of these scholarships, tenable for a period of one year, will be Rs. 75 or Rs. 100 depending upon the income of the scholars' parents guardians.

UNESCO

Ninth Session of the General Conference

The first meeting to coordinate arrangments for the Ninth Session of the General Conference of Unesco was held on 24th April, 1956. The Board reviewed the arrangements made in connection with the Unesco Conference and expressed satisfaction at the progress so far made. The Board decided to constitute two sub-committees to consider communication facilities and cultural programmes and exhibitions. These two sub-committees held their meetings during the period and made detailed recommendations for the consideration of the Coordination Board.

The second meeting of the Coordination Board was held on 6th June, 1956. Among other things, the Board considered the reports of the two sub-committees. With regard to the communication facilities, the Board approved a number of concessions for Unesco official mail and telegrams etc. The Board generally approved the recommendations of the sub-committee on Cultural Programmes and Exhibitions and desired that preliminary steps should be taken to organise various programmes. It further suggested that exhibition programmes should be organised, as far as possible at one place. Steps, have, therefore, been taken to organise most of the exhibitions at the Industries Fair site and necessary funds have been provided for the purpose.

Symposium on Arid Zone Climatology

Unesco intends to convene a Symposium

on Arid Zone Climatology, with special reference to Micro-Climatology in Australia, in October, 1956. The Government of India and the Indian National Commission for Cooperation with Unesco have agreed to Unesco inviting Dr. L.A. Ramdas, Meteorological Officer, Poona, to participate in the Symposium and to present a paper.

Unesco Meeting of Experts on the Treatment of Asian Culture in Western Textbooks and Teaching Materials, Paris

The above meeting was organised in May 1956, with a view to comparing and analysing the findings of the reports from Western countries concerning the treatment of Asia in their textbooks and examining the ways in which textbooks and teaching materials could be improved so as to promote better understanding of Asian culture. The Vice-Chancellor of Jamia Millia Islamia, Delhi, participated in the meeting as an Expert from India.

Unesco Meeting of Governmental Experts on International Principles Covering Archaeological Excavations

The Deputy Director-General of Archaeology (Explorations) was deputed by the Government of India to attend the meeting held at Palermo (Italy) from 4th to 18th May, 1956 to prepare a draft recommendation for submission to the next General Conference of Unesco.

Exchange of Letters between Indian and Japanese "Pen Pals"

In order to secure eternal peace and welfare of mankind through the medium of international cooperation, mutual understanding and friendship, the Osaka Association in Japan has set up a group called "Unesco Pen Pals." A list of Indian students who want to write to Jadanese Pen Pals is being sent to the Japanese Association.

Nineteenth Session of the International Conference on Public Education

The Nineteenth Session of the International Conference on Public Education was organised jointly by Unesco and the International Bureau of Education in Geneva from 9th to 17th July, 1956. The major subjects discussed by the conference were "School Inspection" and "The Teaching of Mathematics in Secondary Schools."

The Government of India deputed the Vice-Chancellor, Karnatak University, Dharwar, and the Secretary, Education Department, High Commission of India, London, to participate in the Conference.

Unesco Meeting of Experts on Film and Television

A Special Officer of the Ministry of Information & Broadcasting, participated in the meeting of Experts on Film and Television convened by Unesco in Paris from 13th-20th June, 1956, to consider the feasibility of establishing the proposed International Centre of Films for Television.

Unesco-Project for Grants for Regional Cultural Studies in Universities

Government of India is participating in the Unesco Scheme for Grants for Regional Cultural Studies in Universities. The scheme has been designed to enable University specialists in such fields as language, literacy of cultural history, geography, economics and social problems etc. to use their special knowledge in order to orientate themselves in the broader problems of the cultural and social life of the region or country visited. The question of selection of an Indian for the above grant, together with the question of placement of the foreign nationals, suggested by Unesco under this scheme in the Indian Universities is under consideration.

Unesco Publication "Study Abroad" Volume VIII—Material from India

In response to Unesco's request, material concerning Scholarships Fellowships offered by the Government of India in 1956-57 was supplied to Unesco for inclusion in the international handbook "Study Abroad" Volume VIII.

Supply of Secondary School Textbooks from India to Exhibition in Equador (Quito)

On a request from Unesco, copies of Secondary School Textbooks were supplied freely to the Ministry of Education in Equador (Quito) for an exhibition organised there in July, 1956.

Offer of Fellowship to an Indian National

Unesco has offered one fellowship to an Indian National to carry out study abroad in the field of Education for International Understanding and Cooperation for a period of three months. The offer has been accepted by the Government of India and the Indian National Commission for Unesco.

Meeting of the Executive Board of the Indian National Commission for Unesco

The sixth meeting of the Executive Board of the Indian National Commission was held at New Delhi on 14th June, 1956. The Board considered Unesco's proposed programme for 1957-58 and was of the view that the Budget was inadequate to fulfil Unesco's basic objectives and further efforts should be made to increase the funds of the Organisation. While welcoming two major projects on the Extension of Primary Education in Latin America (Teacher Training) and Scientific Research on Arid Lands, it urged the need to include in the programme two other major projects on Better Cultural Understanding between the East and the West and Production of Reading Material for neo-literates. It also recommended that, in view of the importance of compulsory primary education for Asian countries, a major project similar to that for America should be considered for inclusion in the programme for 1959-60.

Unesco Humid Tropics Research Programme

Nine Indian Experts have been included by Unesco in their panel for Humid Tropics Research.

Unesco International Coupon Scheme

(a) *Book Coupons*—Book coupons sold during the quarter ending 15th July, 1956, amounted to $291439.07.

(b) *Coupons for Scientific Material*—Coupons for Scientific Material sold during the quarter amounted to $58069.00, which brings the total sale to $423486.24.

(c) *Coupons for Educational and Scientific Films*—Film coupons sold during the quarter amounted to $ 3402.95 which brings the total sale to $ 39808.37.

India's Contribution to Unesco

The Accountant-General, Central Revenues, has been authorised to arrange the payment of a sum of Rs. 14,86,214 ($312,105) to Unesco, being India's contribution to the Organization's Budget for 1956.

CULTURAL ACTIVITIES

Cultural Delegations

Under the Government of India's Cultural Programme abroad for 1956, Shrimati Kamala Devi Chattopadhyay, President of the Indo-Arab Society was deputed on a lecture tour to Egypt, Syria, Sudan, Lebanon and Iraq from 27th May to 18th June, 1956.

The Government of India deputed Dr. Yusuf Husan, Head of the History Department, Osmania University, Hyderabad (Dn.) for a lecture tour for six weeks in Australia under the Joint Colomb Plan Project.

An Indian Cultural Delegation of dancers and musicians compromising 20 artists and three officials, led by Shri Prithvi Raj Kapoor, M.P., recently visited the South-East Asian countries and returned back on 9th June after a successful tour of about two months. The Delegation gave successful performances in Burma, Thailand, Vietnam (South and North), Cambodia, Philippines, Indonesia, Singapore and Malaya. A sum of Rs. 2,91,400 was sanctioned to meet expenditure on the visit of the delegation.

At the invitation of the Governments of U.S.S.R., Czechoslovakia, Yogoslavia, Poland Rumania, Bulgaria and Hungary, an Indian Cultural Delegation led by Shri Anil K. Chanda, Deputy Minister for External Affairs left India on 10th July, 1956, for a period of three months for the countries named above. The Delegation comprises 30 artists and five officials besides the leader.

Recruitment of Teachers

The Ministry of Culture of the Union of the Soviet Socialist Republic requested for the services of five persons from India for appointment as translators of Soviet literature into Hindi, Urdu and Bengali. This request was circulated to the Vice-Chancellors of the various Indian Universities and out of the nominations received, suitable candidates have been recommended for appointment.

For the post of a senior Lecturer in Civil Engineering and one Lecturer or Assistant Lecturer for Accountancy, for the Kumasi College of Technology, Accra, names of four candidates (two for each post) have been communicated to the Indian Commissioner in Accra.

Presentation of Books

Books worth Rs. 1,000/- on Indian Culture and Philosophy and Gandhian literature were purchased and sent to the External Affairs Ministry for transmission to the Indian Commissioner in British East Africa for presentation to the University College of Rhodesia and Nayasaland at Salisbury.

Study Facilities to the Monk of Loas

A sum of Rs. 1,350 has been sanctioned in connection with the study facilities provided to one monk, the Vernerable Phra Maha Chantao of Loas at Nalanda Pali Institute, Nalanda (Patna) for the year 1956-67.

Visit of Art Exhibitions Abroad and in India

The Indian Art Exhibition which had already toured Czechoslovakia, Hungary, Rumania and Bulgaria at the invitation of these Governments, also visited Moscow and Leningrad at the invitation of the U.S.S.R. It is due to open in Warsaw. A sum of Rs. 30,438 has so far been sacntioned to meet the expenditure on this exhibition.

The Polish Art Exhibition, which visited at the invitation of the Government of India and opened in Delhi in February, 1956, was also sent to Calcutta, Madras and Bombay. A sum of Rs. 60,000 was sanctioned by the Government of India to meet the expenses on this exhibition.

Grants and Sanctions

Sums of Rs. 4,000, Rs. 2,500 and Rs. 200 have been sanctioned for presentation of sets of books to (i) libraries in Yugoslavia and Sweden, (ii) Peking University, China and (iii) The Paedagogische Arbeitsstelle, Berlin, respectively.

A sum of Rs. 1,000 has been sanctioned for presentation of books to Trans-Volta Togoland Council, Gold Coast, Accra.

A sum of Rs. 1,500 has been sanctioned for the visit of 20 young politicians from Nepal who will be visiting India in October, 1956.

A sum of £.A. 50 has been sanctioned to meet the cost of the two prizes of £.A. 30 and £.A. 20 to be awarded for the best two essays respectively during 1956-57 to Australian University students on some suitable subjects on India.

A further grant of Rs. 1,000 out of Education Minister's discretionary fund for the current year, has been sanctioned in favour of Syed Mohd. Mirza Mohazzab of Lucknow towards the expenses for the publication of his works and Encyclopaedia in Urdu and Hindi.

A sum of Rs. 13,000 has been sanctioned for presentation of sets of books to West Asian countries, viz. Egypt, Jordan, Labanon and Kuwait.

Under the scheme of financial assistance to eminent writers and artists in indigent circumstances, 30 persons have been granted monthly allowances ranging from Rs, 50 to Rs. 150.

A grant of Rs. 40,000 for the year 1955-56 was sanctioned to Shanker's Weekly.

A grant of £500 for the year 1955-56 was sanctioned to Imperial Institute, London.

A grant of Rs. 5,000 for the year 1955-56 was sanctioned to Indo-Nepal Friendship Society, Kathmandu.

A grant of Rs. 2,100 for the year 1955-56 was sanctioned to the India League at Sydney and Melbourne.

A grant of Rs. 1,00,000 was sanctioned to the Lalit Kala Akademi towards its normal working expenses and activities during 1956-57.

A grant of Rs. 5,000 was sanctioned to the Samastha Kerala Sahitya Parishath, Ernakulam, for its Silver Jubilee Celebrations.

A grant of 10,000 was sonctioned to Bhartiya Vidya Bhawan, Bombay, from Minister's Discretionary Fund for development of its activities.

A grant of Rs. 50,000 was sanctioned to the Sangeet Natak Akademi towards its normal working expenses and activities during 1956-57.

A grant of Rs. 1,00,000 was sanctioned to the Sahitya Akademi towards its normal working expenses and activities during 1956-57.

A loan of Rs. 2,40,000 out of the loan of Rs. 5,50,000 has been given to All-India Fine Arts & Crafts Society, New Delhi, for the construction of its building.

YOUTH WELFARE AND PHYSICAL EDUCATION

Youth Leadership Training Camps

A Youth Leadership Training Camp was conducted at Darjeeling from 15th to 30th May, 1956. Twenty senior members of the staff of the Universities of Bihar, Calcutta. Gauhati, Patna, Utkal and Viswa Bharati attended the Camp. This was the 5th Camp of its kind, the earlier four having been organised at Srinagar, Mahableshwar, Ranekhet & Lovedale (Ooty). The object of these camps is to give short-term training to the members of the staff in techniques of Youth Leadership and effective organisation of extra-curricular activities in educational institutions.

Youth Tours

During the current financial year a sum of about Rs. 65,000 has been sanctioned to nearly 75 different educational institutions. These grants are given to the educational institutions to the extent of 75% of the Railway/Bus fare at students' concession rates on the recommendation of the Vice-Chancellor of the University or Education Secretary of the State Government concrened.

Youth Festival

The third Inter-University Youth Festival will be held at New Delhi from 22nd to 29th October, 1956. An expenditure of about Rs. 2.5 lakhs has been proposed for this event. In order to select their contigent for the Inter-University function, the universities have been requested to conduct Inter-Collegiate festivals. A grant to the extent of Rs. 5,000 or 50% of the expenditure has been approved for each university for the purpose.

Sports and Physical Education

The following Coaching Camps have been conducted during the period under review :

Basketball Coaching Camp at Srinagar
Badminton Coaching Camp at Bombay
Swimming Coaching Camp at Poona
Vollyball Coaching Camp at Bangalore.

The object of these Camps is to provide schools and colleges with qualified and efficient coaches so that the general standard of games may be raised. Adequate funds to meet the expenses on these camps have been provided by the Government and each camp on an average costs Rs. 10,000. Normal strength in the camps is 30, and two well qualified coaches are engaged to impart the training.

Another activity of far reaching importance initiated by the Government on the recommendation of the All-India Council of Sports is to request the State Governments to set up State Sports Councils. The Council has prepared and circulated a model constitution for the State Sports Councils for the benefit of the State Governments. The Council have also drawn up a model constitution for the sports federations which has been accepted by the federations.

Grants have been made to the Sports Federations as follows:

Name of the Federation	*Purpose of the Grant*	*Amount*
Basket Ball Federation of India.	For National Championship held at Hyderabad.	Rs. 5,000
Polo Association of India.	For Polo International Tournament in U.K. in July, 1956.	Rs. 35,000
Volleyball Federation of India.	For sending a team to Japan in May, 1955.	Rs. 29,590
All-India Lawn Tennis Association.	For participation in the Davis Cup Tournament:	
	(i) Team to Japan	Rs. 8,070
	(ii) Team to Ceylon	Rs. 1,151
Indian Hockey Federation of India.	For training and selection camp at Dehradun from August to October for a team for the Olympic Games.	Rs. 19,500
Table Tennis Federation of India.	For meeting tourist class air passage for eight players who went to Japan in April, 1956 for participating in the World Table Tennis Championship.	Rs. 24,864

In the field of Physical Education the following grants have been sanctioned during the period under review:

(i) Rs. 5,000 in favour of Shri Shivaji Education Society Amravati (M.P.) for promotion of Physical Culture and Sports Activities of the Society.

(ii) Rs. 5,000 in favour of the Government of Andhra for purchasing sports and physical education equipment.

EDUCATIONAL INFORMATION AND PUBLICATIONS

Central Secretariat Library

During the period, the lists of monthly additions and Quarterly index of articles from almost 30 select Indian periodicals were issued. In addition, indexing of articles from the volumes of Modern Review has also been started. The entire collection of the library is being reaccessioned. A suitable scheme for classifying the Government of India publications has been devised and work has started on cataloguing and classifying these publications afresh.

Central Educational Library

The Reference Service prepared 12 bibliographies including the one on "Picture books, readers, magazines and creative activities for children". Besides "Index to Articles" for "The Education Quarterly", it worked on "the Cumulative Education Index 1949-53". It also cooperated with Unesco in bringing up to date the list of Indian Educational periodicals to be published in the "International List of Educational Periodicals."

The Adult Literature Section started publishing its monthly lists of additions in Hindi. It enrolled 461 new members, bringing the total membership to 3,565. Steps are also being taken to bring up to date the "Bibliography of Literature for Neo-literates (Hindi)", that was published last year.

Educational Abstract Service (EAS) has undertaken the preparation of "The Directory of Indian Educational Journals." It cooperated with Unesco in the compilation of abstracts for "Unesco Education Abstracts". The EAS bulletin is being published and distributed regularly.

The Children's Section has taken up the the compilation of a graded list of childrens' books.

Educational Information Service

During the quarter under review, 3,803 enquiries concerning various aspects of Education in India and abroad were dealt

with. 378 visitors sought information from the Information Library.

During this quarter, information was collected on the following subjects :—

1. School Inspection and the Teaching of Mathematics in Secondary Schools in India—for the 19th International Conference on Public Education, Geneva.
2. Facilities for Teacher Training since 1947—for a bulletin to be prepared for the Ninth Annual General Conference of Unesco.
3. Survey of Mining Curricula in India.
4. Teaching of Carpentry in India.
5. Courses in Agricultural Colleges in India.
6. Facilities for Study/Training in Cinematography— U.S.A., Italy, Germany.
7. Post-graduate Courses in Cellulose —U.K., U.S.A. and Germany.
8. Facilities for Studies in Engineering, Law and Public Administration—Newzealand
9. Facilities for studies in Horology—Germany and Switzerland.
10. Facilities for studies in Nuclear Physics—Germany.

Information was revised on the following subjects:—

1. Facilities for study in Textile Engineering and Technology in India.
2. Facilities for study in Automobile Engineering in India.
3. Institutions in India providing facilities for studies in Radio and Sound Engineering.
4. Courses of Engineering—U.K.
5. General Information for private students going abroad for further studies/training.

Information was compiled on the following subjects :—

1. List of Important Educational Journals in India.
2. List of institutions providing advanced studies in Anthropology in India.
3. Regulations governing teaching of Religion in Government Schools in various States in India.
4. Admission requirements for the British universities of Edinburgh, Dublin, St. Andrews, Liverpool, Cambridge. Glasgow, Wales and Belfast.

Collection of Information on the following subjects has been undertaken :—

1. Nursery Teachers' Training Institutions in India.
2. Primary Teacher's Training Institutions in India.
3. Unesco's Questionnaire on Educational Clearing Houses and Documentation Centres.
4. Sanskrit Universities and Colleges in India.
5. Courses of study in Industrial and Agricultural Schools in various States in India.
6. Courses in Automobile Engineering in India.

Educational Statistics

The publication "Education in India, 1952-53, Vol. II" was brought out during the period under review. The following publications are under printing :

(i) Directory of Institutions for Higher Education in India, 1956 ;
(ii) Education in the States of the Indian Union 1953-54 ;
(iii) Education in India—a graphic presentation, 1953-54.

Annual Report of the Statistical Section of the Ministry for 1955 was prepared.

Two In-service Training Courses in Educational Statistics were conducted at Nagpur and Gwalior, for the benefit of the officials of the Governments of Madhya Pradesh and Madhya Bharat.

Statement of Budget Estimates on Education for 1956-57 were prepared and sent to 16 States for verification. Statement of Budget Estimates of the Central Government on Education for 1956-57 were prepared.

One hundred and forty sets of "twelve Educational Wall Charts" wer sent to prominent educationists in the U.S.A.

A 56″ x 32″ Wall Chart showing the distribution of work in different Sections of the Ministry was drawn up in colours.

Publications

The following publications were brought out during the quarter under review :

1. The Education Quarterly, June, 1956 number,

2. Proceedings of the Second Conference of the Indian National Commission for Cooperation with Unesco.
3. Letters on Discipline by Humayun Kabir.
4. Folder—"Tips for Teachers Regarding the Projection of Educational Films".
5. The Film as an Educational Force in India by Marie Seton.
6. Books to Read—For Indian Students Going Abroad.
7. A Programme for the Development and Propagation of Hindi (English) (Second Edition)
8. A Programme for the Development and Propagation of Hindi (Hindi) (Second Edition).
9. A Provisional List of Technical Terms in Hindi (General Administration II).
10. A Provisional List of Technical Terms in Hindi (Botany II).
11. Provisional List of Technical Terms in Hindi (Physical Geography).
12. Provisional List of Technical Terms in Hindi (Information and Broadcasting).
13. Technical Terms in Hindi for Secondary Schools (Agriculture).
14. In-Service Teacher Education—by H.S.S. Lawrence.
15. A Review of Education in India 1955-56.
16. Rural Institutes (Reprint).
17. A Plan for Youth Welfare by G. D. Sondhi.
18. Report on Education in the Andamans.
19. A National Plan of Physical Education and Recreation.
20. Proceedings of the Conference of Professors of Sanskrit.
21. Books to Read—For Indian Students Going Abroad.
22. Report of the Public Service (Qualifications for Recruitment) Committee.
23. Report of the Assessment Committee on Basic Education.

4407 copies of publications were sold for a cash return of Rs. 3537/12/9.

Mrs. Muriel Wasi, Assistant Educational Adviser (Publications), was deputed to attend the International Workshop of Educational Editors held at Manila (Republic of Philippines) from 1st to 18th August, 1956.

ARCHAEOLOGY

Conservation

Extensive repair works were carried out to monuments throughout the country. Special mention may be made of the following :

Southern Circle, Madras : Group of Monuments at Mahabalipuram; Rock-out Temple at Tiruparankunram (Madurai); Valisvara Temple at Tiruvalisvaram ; Jain Bastis at Kambadahalli, Mandya District ; Srikantesvara Temple at Nanjangud ; Fort and Large Masonry Elephant at Mercara, Coorg; Fort St. Angelo, Cannanore ; Fort at Attur (Salem District).

Western Circle, Borada : Malav Tank, Dholka, Ahmedabad District ; Post-Gupta Temples at Badoli, Chitorgarh District; The Temple at Gop, Halar District.

The main activities of the *Mid-Eastern Circle, Patna* during the quarter relate to the special works at Sarnath, Kushinagar, Rajgir and Nalanda in connection with the 2500th Budha Jayanti Celebrations.

Special repairs to famous Sun-Temple at Konarak, *Eastern Circle, Calcutta* made considerable progress, despite the early setting in of the monsoon.

Excavation And Exploration

The excavation at Lothal, a Harapa site in Dholka Taluka of Ahmedabad District was continued. As a result of further systematic exploration in Saurashtra several "Harappa" and "post-Harappa" sites have been discovered. Babarkot near Paliyad in Gohilwas District and Alau in Dhandhuka Taluka of Ahmedabad District have yielded pottery of the transition and post-Harappa periods whereas from Devalia, a site situated between Rangpur and Ranpur, both Harappa and post-Harappa pottery and antiquities are obtained.

Intensive excavations at Nagarjunakonda were continued during the period under review and these have brought to light very important data which makes a significant

contribution to Andhra history and culture, particularly the *vicissitudes of Buddhism in* this area. Systematic combing of restricted areas resulted in the discovery of over 15 monasteries, eight stupas, and a mediaeval temple plan (Naga). Simultaneously, in the City area a remarkable elaborate ghat leading to the waters of the river Krishna with ornate balustraded short flights of steps was disclosed. Besides, structures datable to Pre-Ikshvaku as well as Post-Ikshvaku period were also discovered.

The group of temples at Khajuraho has been systematically surveyed and their relative chronology worked out on the basis of the development of plan, design and plastic style, supported by inscriptional evidence.

Epigraphy

Some of the important records reviewed by the Office of the Government Epigraphist, Ootacamund during the quarter under review were :

1. Stone Bowl Inscription from Kailvan.
2. Parlakimedi Plates of Prithvimaharaja.
3. Hire-Manur Inscription of Chalukya Tribhuvanamalla.
4. Narasimhakonda Inscription of Muppidinayaka.

During the quarter under reference, about 90 new inscriptions were copied from different places in the States of Bombay, Madhya Pradesh and Saurashtra by the office of the Assistant Superintendent for Epigraphy. Material concerning Arabic and Persian inscriptions, for the Annual Report on Indian Epigraphy for 1955-56 is under preparation.

Museums

The work of preparing illuminated charts showing the Development of Individual Letters of the Alphabet, the 'Story of Indian Coins' and the Development of Indian Scripts was continued in the National Museum, New Delhi. The Museum has acquired a unique manuscript of the Tuzuk-e-Jahangiri besides various other manuscripts, arms, coins etc. Some gifts received by the Indian Cultural Delegation to China as well as a Sword with gilt Sheath presented by King Ibn Saud to the Education Minister have been received in the Museum.

In view of the Buddha Jayanti celebration, large scale renovations and repairs were executed to the Museums buildings at Saurashtra and Nalanda.

A new Archaeological Museum was opened at Bodhagaya with the sculptures now housed in shed at this celebrated place of the Buddhist pilgrimage. A new museum building is under construction aud a Curator has been appointed to collect further materials for the Museum.

The Archaeological Museum at Khajuraho has been enriched by the acquisition of 54 sculptures from the neighbouring sites.

The Archaeological Section of the Indian Museum, Calcutta received a few terracottas from Mahanad in the Hooghly District. The coin cabinet of the Section was enriched by the receipt on loan of five silver coins of the East India Company issued in the name of Shah Alam II. Five gold coins of the Kalachuri King Gangeyadeva (Circa A.D. 1015-40) were also received from the Director of Industries, Madhya Pradesh. On the auspicious occasion of the 2500th Buddha Jayanti an Exhibition of Buddhist Art composed mainly of specimens drawn from the reserve collection of the Archaeological Section, Indian Museum, Calcutta was opened on the 27th May, 1956. A course of popular lectures on different aspects of Buddhism and Buddhist Art was organised in connection with the Exhibition.

NATIONAL ARCHIVES

Acquisition

635 files (1938-44) of the Office of the Salt Commissioner, 64 files (1921-55) of the late Central India States Agency and its successor body, two files (1951) of the late Regional Commissioner's Office, Rajasthan, 34 volumes of correspondence (1823-64) of Revenue Survey, 48 authenticated copies of bills of Parts A, B and C States assented to by the President in March-May, 1956, five files and four volumes of records (1951-54) of

the Counsellors Office, Rajasthan, two volumes of Index to Proceedings (1947) of the Ministry of Railways (Railway Board), 26 files (1930-54) of the Regional Organisation Madhya Bharat (received from the Ministry of Home Affairs), 31 paintings (pen and ink and wash and water), two letters written in 1843 and 1867 purchased from Mr. Edward Hall of Survey (England) and 45 bundles of records (1906-1947) of the Home Department were received.

Preservation and Rehabilitation

Special mention may be made of the repair and binding of a copy of the Holy Quran, the repair and mounting of five farmans of Emperors Akbar, Jahangir, Shahjahan and Aurangzeb, the repair of a manuscript entitled *Badrul Lyali*, 56 sheets of writings of Shri Rabindra Nath Tagore, five other documents, two maps, one Original Letter of Gandhiji and the binding of 20 books and magazines on behalf of private individuals. learned institutions and Government and non-Government agencies.

Reference Service

On an average 33 scholars conducted research in the Department. 604 pages of excerpts were released to the Delhi Hyderabad State Boards, History of Freedom Movement in India.

Training in Archives Science

Theoretical training on records administration, publication and preservation of records was imparted to both the Three-Month Course and the One-Year Course trainees in addition to the practical training imparted to them on records administration, indexing and calendaring by the Branches concerned. Two stipends of Rs. 125 each were awarded to two trainees on the basis of a written test.

Publications

Further progress was made in the printing and indexing of volumes I and II, printing of volume IX and textual editing of volume XV of the Fort-William-India House Correspondence. Material for volume IX, No. 1 of *the Indian Archives* was edited and sent to press. The compilation of volume XI (1794-95) and the printing and indexing of volume X (1792-93) of the printing Correspondence continued to make progress. The handlisting of the Original Persian letters received in 1811 was completed and its fair copy prepared. The handlisting of the letters belonging to the year 1812 is progressing.

Library

966 books and periodicals, in addition to the 205 publications received from the U.S.A. under India Wheat Loan Educational Exchange Programme, were added to the Library. Books were released to research scholars.

ANTHROPOLOGY

During the period under review one paper dealing with the genetics of Phenylthiocarlamide taste sensitivity has been completed and accepted for discussion in the First International Congress of Human Genetics (Copenhagen), 1956.

The Director led an expedition to Rupkund and collected materials bearing on the Rupkund problem. The monthly programme of field-work on the study of growth and skeletal maturity of Indian children was followed upin the villages of Barisha and Sarsuna, West Bengal. A field-party returned from the Little Andaman after collecting field data on Onge Speech and Songs.

The Human Biology Section has completed one paper entitled 'A Family Study of the Heredity of PTC Taste Character, applying Fisher's method of Analysis and another on taste sensitivity of Padmaraj and Bagdi cammunities is nearing completion.

Modernization of the anthropological gallery has made good progress during the period. The back-ground paintings of the Kanikkar and the Chenchu show-cases were completed. Work on Abor models is nearing completion.

The Social Anthropology Section completed a bibliography on "Kamakhya-Mother Godess" and is finalizing the papers on "Riang Culture and Abor Children."

The Translation Section has been engaged in translating "The Santal—A Study in Culture Change", a book written by Dr. N. Datta-Majumdar, into Hindi, Bengali, Tamil and Urdu.

The preparation of the map of India showing the distribution of tribes was completed during the period under review. It has been printed and published.

The Library has added 131 books, 575 periodicals and two maps during the quarter under review.

NATIONAL LIBRARY, CALCUTTA

During the quarter under report, an Exhibition of Manuscripts, Books, Processes of illustration, Objects d' Art and Folk Painting was arranged by the National Library, Calcutta, on the occasion of the Eleventh Session of the All-India Library Conference held at Calcutta in April, 1956. On this occasion a brochure was also published by the Library with a view to acquainting the visitors to this Exhibition, especially the younger librarians from all over the country, with certain basic information about manuscripts, early printing in Europe and in India, processes of illustration and the history of Indian writing.

The Government of India have allotted a sum of rupees ten lakhs to this Library for the following projects under the Second-Five-Year Plan :—

(a) Construction of an Annexe to the main building.
(b) Re-organisation of entire card catalogues.
(c) Compilation of bibliography on Indology.
(d) Setting up of the home bindery and
(e) Children's Library.

In response to public requests, a number of small size bibliographies on different subjects of interest were prepared by the Bibliography and Reference Division of the Library.

A. R. Dawood

CHANGING CURRICULA IN SECONDARY SCHOOLS

SECONDARY education in India, supposedly the weakest link in the whole educational chain, is now in the process of reform and reconstruction. Tremendous changes have been proposed, which, when fully worked out, are expected to bring about a radical improvement of standards in our Secondary schools.

The Secondary Education Commission, whose report was published in 1953, found the existing curriculum too narrowly conceived, influenced by a bookish tradition, crowded with insignificant detail, insufficiently adapted to individual differences, dominated by examinations, internal and external, lacking in provision for technical and vocational studies, and incapable of giving the pupils "a real understanding of, and insight into, the world outside". It is true that, before the publication of the Commission's Report, reforms had been set afoot in Secondary schools in States like Madras, Bombay and Uttar Pradesh. But this movement was slow and halting and did not affect the vast majority of schools in the country. The bold schemes now launched by the Government of India aim at a complete reorganisation of Secondary education along the lines recommended by the Commission.

While the proposed general pattern of education, requiring an eleven-year school period followed by a three-year degree course, is the most striking feature of this reorganisation, the modifications suggested in the Secondary school curriculum, particularly in the last three years, are radical in their nature and scope and in their ultimate effects on the character and personality of the pupils.

Beginning at the Base

The first change that is noticeable is in the concept of the term "curriculum" itself. According to the traditional meaning of the term, curriculum implies little more than a group of subjects organised in a particular course which is pursued in a school or college for a specific purpose. This is how the word is used in everyday parlance. But the reorganised courses for Secondary schools demand a dynamic approach to what constitutes learning experiences. It is now recognised in the words of the Secondary Education Report that "curriculum in this context does not only mean the academic subjects traditionally taught in the schools, but includes the totality of experience that a pupil receives through the manifold activities that go on in the school, in the classroom, the library, the laboratory, the workshop and the playground, and in the numerous formal contacts between the teachers and pupils".

One effect of this recognition is the increasing importance given to what were formerly called extra-curricular activities, but which now form part of the curricular programme in progressive schools. For example, in the reorganised schemes of study for Secondary schools in Bombay State, social and cultural activities figure in the regular school time-table.

Eleven Years Plus

The duration of the school course has an important bearing on the nature and scope of the curriculum. In accordance with the new pattern of education which the Government of India are trying to introduce all over the country, in cooperation with the various State Governments, there will be eight years of integrated Elementary (Basic) education for pupils of the age group 6 to 14, and three years of Secondary education, with a marked diversification of

ocurses for pupils between the ages of 14 and 17. Thus Secondary education proper or, as it is now called, Higher Secondary education, will cover a period of only three years. This is linked up with two proposals which are now in the process of implementation :

(1) the conversion of High schools into Higher Secondary schools and Multipurpose schools with class XI as the final class ; and

(2) the raising of the standard of attainment at the end of the Higher Secondary stage so that it corresponds, as far as possible, to the present Intermediate standard. No doubt we must allow for considerable time to pass before the existing schools are fitted into this reorganised pattern. But the pattern has received general acceptance, and created a ferment in the educational world.

Broad-based Curriculum

One of the chief defects in the old curriculum pointed out by the Commission was that it is narrowly conceived and it is unduly bookish and theoretical. This is inevitable in a system where the School Leaving Certificate is regarded as a passport to college entrance and the demands of University education determine the courses and syallabuses of Secondary schools. It is hoped that with the upgrading of our Secondary schools and the stepping up of the quality of education imparted in them, the present mad stampede for admission to the colleges will be controlled to a large extent. We should have then the normal quota of 25 to 30 per cent of Higher Secondary school pupils proceeding to the Universities for Higher education. For a very large number of these "school leavers", the Higher Secondary stage will be the terminal stage. The curriculum, therefore, has been so planned as to cater not only for the academically-minded minority who aim at pursuing their studies further, but also for the less gifted majority who desire to enter the practical life and need an all round development, physically, intellectually and emotionally for this purpose. This broad-based curriculum provides for a core of compulsory subjects and a number of electives. The core subjects are expected to give the general education which a pupil needs for the growth of his personality, and an understanding of, and intelligent participation in the life of the community. The electives are designed to give him a wide range of choice between certain groups of subjects according to his interests, aptitudes and abilities.

Assessment of the Core Curriculum

Among the core subjects, as finally recommended by the Central Advisory Board of Education, are the Mother Tongue and two other languages, Social Studies, General Science including Mathematics and one Craft besides, of course, Physical Education. These are subjects which will be studied up to the 11th class, though only the languages will be compulsory units for the external examination.

Some may consider this curriculum of six or seven subjects a fairly heavy one. It will certainly demand a longer time schedule than the groups of special subjects, at least in the first two years. But the core programme proposed here is regarded as essential for the development of personality and citizenship training. In this connection, the fundamental importance of the Mother Tongue and the practical value of an adequate command over the national language and English are too obvious to need emphasis. What is a marked variation from the characteristic features of the traditional High school curriculum is the accent in the new scheme on Social Studies, General Science and Craft. A unified course of Social Studies covering the areas of learning formerly associated with History, Geography and Civics is intended to give the pupils a clearer insight into the social movements and forces that are shaping his life and that of the world in which he lives. A course in General Science is not only expected to serve as a good background for more specialised studies in the diversified groups, but what is more important, is intended to give to all those who take up the Higher Secondary course, a proper understanding and appreciation of basic scientific phenomena necessary for a fuller and a more complete life.

Last but not the least, is the important place assigned in the core curriculum to Craft or productive work, which, in the words of the Secondary Education Commission, is the backbone of organised human life. "It trains the practical aptitudes, facilitates clarity of thinking, gives chances for cooperative work and thus enriches the entire personality".

These significant trends in the core curriculum of the reorganised schools indicate the new approach in educational reform. That approach arises out of the crying need to bridge the gulf between the courses of study in the school and the practical problems of the world outside.

Choice in Electives

A big step in the same direction is taken in connection with the specialised groups of subjects. The curriculum here provides for variety and flexibility, so as to satisfy all kinds of individual differences. Seven groups of subjects have been recommended—Humanities, Sciences, Technology, Commerce, Agriculture, Fine Arts and Home Science. State Departments of Education can add to this list if they so desire ; but the range of options is wide enough to give freedom of choice to pupils with varying tastes and talents. It must be remembered that the liberalising influence of the core subjects prevents the programme of electives from making the schools narrowly vocational. For the primary function of the re-orientated curriculum is not to produce engineers, farmers and artists, but to foster the growth of pupils into balanced personalities and useful members of the community. Nevertheless at least five of the optional groups have a definite vocational bias, giving the pupils practical training in specialised fields of activity. Such a training would not only release our Secondary schools from their bondage to the sterile academic tradition, but develop the skills and abilities that would be so useful in our new industrial economy.

Related Subject Options

There is one other aspect of the diversified curriculum that must be highlighted for a better appreciation of the new approach to curricular reform. One of the defects of the old curriculum is compartmentalisation. It is broken up into a number of separate subjects, which are uncoordinated with, and often unrelated to one another. Even where optional subjects are provided to suit individual differences, the options are more often than not isolated units, chosen by pupils at random to satisfy certain examination requirements or to cover up their deficiencies in some of the more common subjects. Such a curriculum, notwithstanding the diversification, is fundamentally defective because it is disjointed. In the new diversified courses, there is a change-over from the piecemeal to the integrated curriculum. Instead of a large number of unrelated options, subjects are grouped under certain broad heads and are organically related to one another in each group. Pupils have to choose three electives from one and the same group and not isolated subjects from different groups. This makes it possible to have an effective integration of subject-matter and give the pupil a more coherent understanding of the fields of human activities he has selected for special study. Here as in the core curriculum, the same principle of integration obtains, so that pupils have a chance "to see life steadily and to see it whole".

Long Way to Go

This description of commendable features of the reorganised curriculum should not mislead us into thinking that the reorganisation that is now underway will not create new difficulties and fresh problems. The process of Secondary school reconstruction is a long and laborious one. Curriculum reforms along the lines indicated can be introduced on an extensive scale only when a large number of schools is upgraded, and Multipurpose schools offering diversified courses become the rule rather than the exception that they are today. Moreover, the curriculum is a living, growing thing and cannot be installed in an institution like a machine. It requires a favourable environment, proper nourishment and skilful handling for its growth and development. As the report of the Commission puts it,

"a new curriculum by itself, however good and carefully planned, cannot transform the educational system. Much will depend on the details of the curriculum and on the methods of handling it. What is really needed is a new orientation and a new approach".

A hopeful feature of the changed situation is that an increasingly large number of teachers are now aware of the new orientation and the new approach. The Regional Seminars of Headmasters and the Educational Workshops of Teachers are helping our educators to widen their horizons and to think of the syllabus in terms of activities and experiences. In this movement for a new orientation, the Extension Services Departments of the Training Colleges, through their courses, seminars and study groups, are playing a very vital part. It is hoped that in the long run all these resurgent movements and forces will have their impact on the social and economic life of the country and on the pattern of society that we seek to create.

When you know a thing, to hold that you know it; and when you know a thing, to allow that you do not know it; this is knowledge.

Confucius—Analects

Histories make men wise; poets, witty; the mathematics, subtile; natural philosophy, deep; morals, grave; logic and rhetoric, able to contend.

Bacon—Of Studies

I am not a teacher: only a fellow-traveller of whom you asked the way. I pointed a head—ahead of myself as well as of you.

George Bernard Shaw—Getting Married

Shakuntala Bhalla

WHAT DO OUR CHILDREN WORRY ABOUT ?—FINDINGS OF AN INVESTIGATION

THE present investigation was undertaken with a group of 202 children, both boys and girls of a residential school ranging in ages from 10 to 18. The group consisted of more boys than girls and more Indian than Anglo-Indian children, although the Anglo-Indian girls out-numbered the Indian girls. The origin of the investigation was more accidental than deliberate emerging mainly out of intimate contact with children for more than five years.

Aims of the Present Investigation

The aims of the present investigation are first, to discover, as far as possible, the worries of the present group of children in the residential school. Secondly, to determine which worries have caused serious behavioural problems and emotional upsets and finally, to help the children to understand their worries and to overcome them through interviews, intimate group discussions and occasional talks at the assembly.

Procedure

The study is mainly qualitative based on individual and group methods of interview extending over several years. In 1954, 356 children on the rolls in the senior school were asked by the author to write about their worries in the form of an essay in the class under her personal guidance and supervision. The younger children and particularly those who could not express themselves adequately in writing, were encouraged to talk about them individually to the investigator who took them down *verbatim*, discreetly and unobtrusively.

The rationale of the present invesigation was explained to the children before they attempted to set down their worries. They were told that the United Nations Organisation was interested in understanding the worries of children of various ages and countries all over the world in order to help their teachers and parents to understand them better. The children's respect for the United Nations Organisation,* their confidence in it and the desire to be understood better were evident through the candour with which they expressed themselves.

The papers were collected, worries were analysed according to their frequencies and later on tabulated in the form of a questionnaire which was submitted to the whole group under the personal guidance of the investigator. The questionnaire used in the present study deviated from the traditional forms of questionnaire in the sense that all the items in it were in reality the sentences used by the children themselves. No use was made of ready-made items from other questionnaires used elsewhere. In many cases, notwithstanding grammatical errors, the original language and local idioms used by the children in their writing were retained. Children were asked to underline 'Yes' or 'No' opposite the items in the questionnaire in order to denote the presence or absence of a specific worry. The answers to these items were compared with those found in their essays. Children were also interviewed individually. T.A.T. (Thematic Apperceptive Test) to children over ten years old and C.A.T. (Children's Apperceptive Test) to children under ten years were administered respectively in order to find out more about the fears, worries and dreams of these children. To those who showed marked vocational worries, a special Thematic Apperceptive Vocational Guidance Test designed by the writer herself was given. Spontaneous dramatics were also used both as a diagnostic as well as a therapeutic measure.

*This was invented by the investigator as it seemed to be more convincing and acceptable to the children.

Results of Investigation

The children's answers in their essays, their replies to the questionnaire, the results of the Thematic Apperceptive Tests, the interviews and the spontaneous dramatic performance revealed a wide range of worries which could be categorised as follows :—

First, worries relating to ghosts and spirits, death, darkness, murder, accidents and so on. Next, domestic worries relating to parents' financial cares, and to inter-personal relations among the family. Third, worries relating to loss of temper, jealousy, telling lies and so on. Fourth, worries relating to school, examinations, and academic adequacy. Fifth, worries relating to to punishments varying from crude corporal punishments to more subtle punishments like sarcasm and their respective degrees of effectiveness. Again, worries relating to development growth. Next, worries relating to inter-personal relations among their school friends and fear of social inadequacy. Besides, vocational worries relating to their future aspirations and imagined failures, and finally, miscellaneous worries specific only to a few individuals.

Apart from the knowledge which the study provided about the nature and range of worries of children under study, it threw abundant light on the personality of each member of the community. It enlightened the writer on his attitude and reactions towards certain practices prevalent in the school. Neurotic personalities were detected and guidance given to them in good time.

It was evident that certain worries were engendered by the peculiar organisation of the school. The traditions of the school, its co-educational and racial set-ups were responsible for certain worries which would otherwise have been absent.

Again, some were due to the exaggerated emphasis placed on certain values like competence at games and a high standard in dramatics or physical prowess or other expectations from children on the part of the staff and relations. Domestic worries, worries relating to moral conduct and inter-personal relations caused serious behavioural problems like aggression, mild delinquency, pilfering and defiance.

Children showing vocational worries were academically brilliant and more precociously ambitious. Most of these worries were caused by the very high expectations their parents entertained for them and by the lack of vocational guidance. The expensive education which they received was also responsible for their anxieties.

Most of the worries were related to the frustration of the basic psychological needs of children. The worries of the present group confirm the importance of preserving mental health in schools that is mainly created by satisfying the basic needs of children, like emotional security, recognition a feeling of belonging, corporate life and, companionship.

Limitations of the Present Investigation

The above findings are relevant only to this specific group and no general conclusions of any nature can be derived as applicable to groups of children studying in different schools and under different conditions. Only general trends specific to the present group are suggested in this study. No attempt has been made at generalisation.

Owing to the disparities in age, sex and race distribution of the group, no statistical matching of these groupings was possible. Therefore, no statistical analysis seemed necessary.

Suggestions for Future Research

It is suggested that further research in this field with a wider group of children studying in similar schools be conducted. The group studied may also be matched so far as race, sex and age are concerned.

Comparisons may be made of the worries of children of Day and Residential schools.

The same children may be followed up for several years and the emergence or disappearance of certain worries specific to age, sex, race and intelligence and socio-economic background be studied.

Further research may also be undertaken to find out if worries vary according to race, sex, age and intelligence by employing statistical methods of factorial analysis and analysis of variance.

LETTER FROM

MANILA

1. On the reverse is a group photograph of the delegates to the fifth Session of the World Confederation of Organisations of the Teaching Profession (WCOTP) held at Manila.

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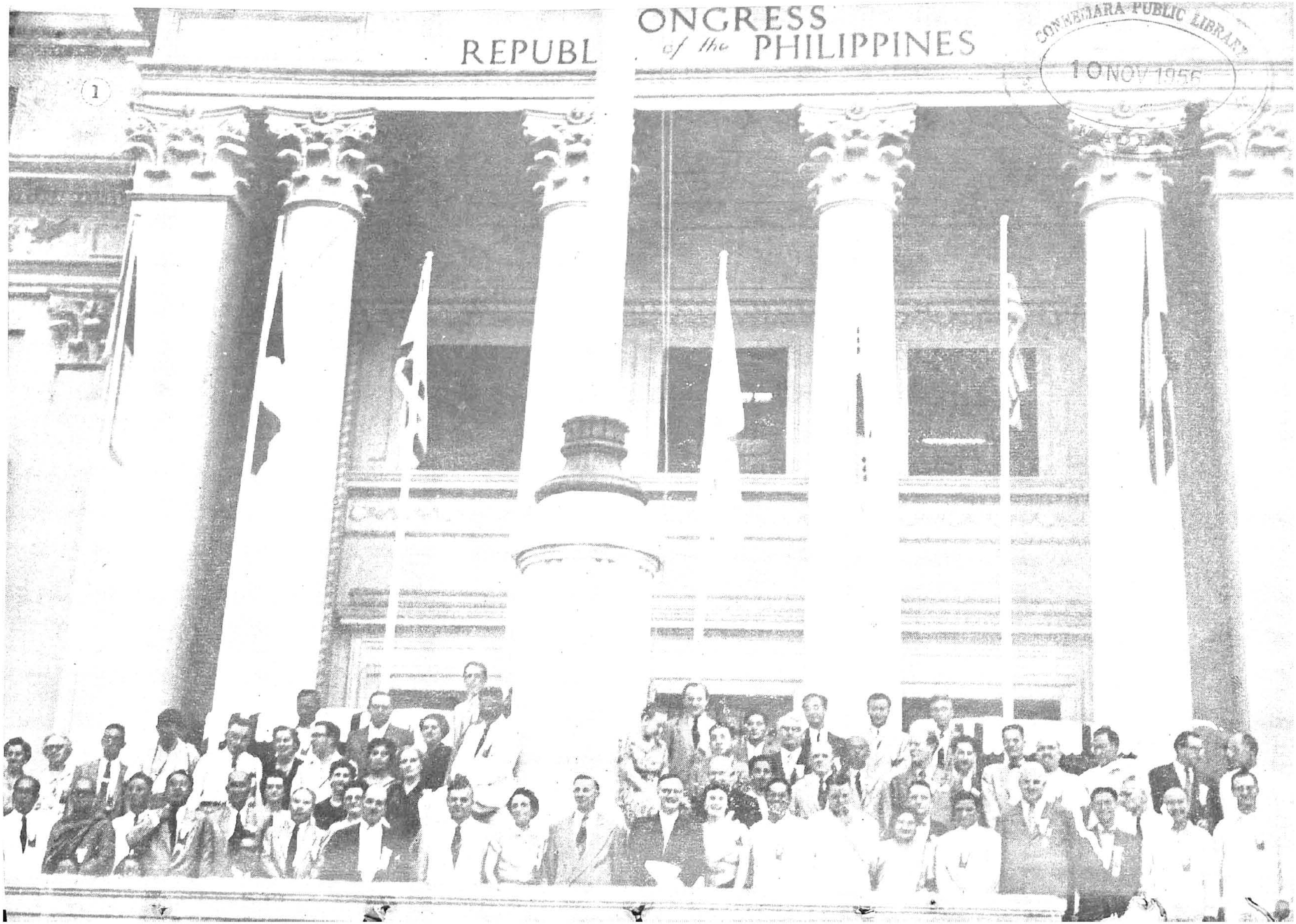

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LETTER FROM MANILA

Between August 1st and 18th this year there were held at Manila, Philippines the fifth Session of the World Confederation of Organisations of the Teaching Profession (W C O T P). and, second, the first International Workshop for Education Editors. India's representatives at the W C O T P were S. Natarajan (Leader), B.R. Desai and A.K. Sen, delegates from the All-India Federation of Education Association. The Government of India's delegates to the International Workshop for Education Editors were Muriel Wasi (Leader) and A.K. Sen. G. Krishnayya attended both meetings in a private capacity and as Editor of "Sunshine".

We publish below reports by the leaders of each delegation on the work done on this occasion by W C O T P and the International Workshop for Education Editors. Both reports have much in them that will interest teachers and educational journalists but the second report is addressed more particularly to a group of specialised people in India whom we have not specifically addressed before. Editors and members of editorial staff of educational journals are invited to write to us with query or comment on the services that the Workshop has made available to all engaged on this urgent and valuable work.

Editor

I

WORLD CONFEDERATION OF ORGANISATIONS OF THE TEACHING PROFESSION

THE General Assembly of the World Confederation of Organisations of the Teaching Profession (W.C.O.T.P.) held its fifth session at Manila from August 1st to August 8th, 1956 under the chairmanship of Sir Ronald Gould, President of the Confederation. The Assembly was attended by over 200 persons, delegates and observers, from various countries of the world. All the participants were guests of the Philippines Government and were treated to a lively and interesting programme that included visits to various educational institutions in and around Manila and a programme of cultural activities provided by the several cultural and educational associations of Manila.

The main subject for consideration before the conference was "THE TEACHER AND THE WELL-BEING OF SOCIETY". In his address to the Assembly, the Secretary-General, Mr. William G. Carr, struck the right note in reminding delegates that while they were concentrating on common problems of elevating the status of schools and teachers in their respective countries, they must remember that the element of mutual confidence was far more important to the success of a project than any amount of hard work or financial resources. "Without mutual confidence little is possible; with it scarcely anything is impossible", he said. "We cannot fully succeed if we are weakened by divided localities and torn by suspicion".

The delegates tackled their subject from four different angles and discussed it at four sectional conferences. The subject was considered in relation to (1) Under-developed countries (2), Rural areas, (3) Urban areas, and (4) Highly industrialised countries. Some of the important findings and recommendations of these groups, particularly those that will be of more immediate interest to us, are discussed below.

Teacher in Economically Under-developed Countries

The first point to resolve was—What is an under-developed country? The committee generally agreed that an economically under-developed country should be defined as a country whose resources, whether human, economic, agricultural or of any other kind,

have not been fully developed. The second point considered was—What type of teacher preperation is necessary to equip a teacher for his task in an under-developed country ? Here, it was generally agreed that in addition to the normal training given to a teacher, there should be certain special extra features in the training of teachers in under-developed countries. The following suggestions were made :—

(a) A teacher should be made to be intensely aware of his environment and the needs of the community he has to serve.

(b) The aim of the teacher should be not only to raise the economic standard of the people but also to pay attention to social and moral values.

(c) Teacher preparation should aim at developing a pioneering spirit and a spirit of initiative and enterprise.

(d) There should be overall planning of the curriculum of training schools so as to fit the teacher to be of help to the particular community he is to serve.

(e) The problem of selecting the right type of person for training as a teacher was also spot-lighted.

(f) The specialized training of the teacher should not be given during his normal period of training but after he has taught for a few years and become more mature.

Teacher in Urban Areas

The discussion group meeting on the teacher and the well-being of society in urban areas stated what the teacher can do to promote the well-being of society.

1. The teacher, as one of the important educative influences which affect the welfare of society, has a responsibility to the children entrusted to him, because he is dealing with immature personalities.

2. His first duty is to make himself as good a teacher as possible. To do this he must retain and transmit his love of learning and frequently examine his programme and methods, so as to meet the present and further needs of his pupils in a changing world.

3. Because of the complexity of the problems which society has to resolve, the school should provide an environment that is stimulating and that affords security. It is in such an atmosphere that children learn to think and work honestly, and acquire a true sense of values.

4. The teacher requires sufficient leisure for reading, travel and living a normal life within a family and as a citizen.

5. In urban areas education is hampered by the crowded conditions of the homes and of the schools. It is the duty of teachers' organisations to draw the attention of governments, of local educational authorities and of the public to the need for better school buildings and equipment and to the necessity for a reduction in the size of classes, so that the teacher's work can be successful.

6. The teachers should use all the resources of the press and other agencies in order to make the public familiar with the problems of school and of teachers.

Resolutions Passed

"The delegates considered many problems and exchanged views in an atmosphere of healthy controversy. The Assembly, having considered the subject and having reached the conclusion that teachers are among the strongest and most potent forces in the world in promoting the well-being of society in all areas whether urban or rural, resolve that teachers have a great responsibility in community development and that teachers' organisations should include in their policy, a statement regarding the teachers' responsibility in working for community development. They also require the governments of countries to provide facilities for teachers to take a full part in this work by assuring them both of the status and prestige necessary for successful work in this direction.

Second, the Assembly, recognizing the possibilities of international cooperation in the solution of the problem of the imbalance between the demand and supply of teachers that exists in some countries, requests its constituent members to explore the possibilities of such cooperation between countries concerned and to make representations to the proper authorities to extend

such cooperation and to promote facilities for the interchange of teachers."

II

INTERNATIONAL WORKSHOP FOR EDUCATION EDITORS

Forty-eight delegates from eighteen countries attended the opening session of the International Workshop for Education Editors organised by the Educational Press Association of America at Manila, Philippines, from August 8th to August 18th.

Dr. G. Kerry Smith, Co-Chairman, outlined the purposes of the Workshop. This was the first conference of education editors that had ever met. The aims of the Workshop were three-fold :—

(i) To improve educational magazines and newspapers by considering common problems through the printed word ;

(ii) to build up an international network of friendship among editors and writers in education ; and

(iii) to discover ways and means of promoting international understanding through the printed word.

Participants' Problems

Participants in the Workshop introduced themselves and stated the problems that they hoped to solve by attending the Workshop. Many of these were common to most or all of them. The problem of finance—how to reduce costs of publications and how to stimulate circulation—appeared to be pretty general, though Government periodicals and publications were free of this handicap. Problems of content, such as adjusting articles to various strata of readers and of language to meet the requirements of countries in which a language other than English or French had achieved educational currency, were also considered. The need to make educational periodicals more attractive and readable was uuiversal. A shortage or inadequacy of materials for production such as paper was experienced by some participants.

Postive suggestions were made on how the workshop could be directed to meet specific needs such as the extension of an international education news service, the introduction of an international feature service, the exchange of journals and even of editors, the relaxation of copyright in favour of a group of editors.

Typography and Design

The second and third sessions of the Workshop for Education Editors considered the fundamentals of typograpby. Presiding over these sessions Mr. Otto Forkert, international expert in typography and design, said that these "champions" were seven in number—space, leading, ink, paper, imposition, indentation and editorial 'policing' or coordination.

Demonstrating the importance of each fundamental, Mr. Forkert stressed its importance in securing legibility. He also emphasized tbe editor's responsibility in watching over the 27 steps between sending a manuscript to press and mailing it out as a finished publication.

Graphic Arts Discussion

Mr. Forkert spoke of the amazing electronic and nuclear inventions that were likely to affect newspapers, magazines and the graphic arts. Developments in the telephone and the telegraph that occurred in the nineteen-thirties were, he said, stories of ancient times when compared to the latest achievements in the field of communications in electronics. He referred to recent developments such as the High Speed Fax, the Flying Typewriter, the Synchroprinter, and the Ultrafax. He also alluded to new engraving developments such as the Fairchild Scan-a-graver and the Elgrama that are revolutionising the field of photoengraving. The biggest problem, he concluded, is not the utilisation and application of these great scientific discoveries in the graphic arts but their application and use in education.

How to Finance a Periodical

A discussion on this subject was led by Dr. Henry Galbreth, President, Educational Press Association of America. Financing

publications, said Dr. Galbreth, like financing a business, was a matter of balancing income against expenditure. The usual sources of income were advertising, subscriptions, subsidy from parent organisation, special grant and other means. Problems of finance and management resolved themselves into planning so that income from one or more of these sources balanced costs on printing, paper, engraving, postage and distribution, salaries, overheads and miscellaneous.

Basic Essentials

To plan the financing of a publication was to have to be quite clear on the basic printing contract, to get as much suitable advertising as possible and to make the size of magazine conform to budget appropriation. Editorial planning was definitely associated with administration of the budget. In order to bring income and expenditure into line, it was often necessary to edit mercilessly in such matters as the choice of articles to be used, the amount of space given to those used, the number of illustrations, the use of white space, extra features etc.

Question Time on Finance

A delegate from India asked what policy would be advocated to stimulate subscriptions. Answer : There were five valuable ways in which this might be done (1) by printing a special page to bring out the highlights of the journal, (2) to make a flyer on a special article or series of articles, (3) to get membership lists of affiliated similar-interest groups and to advertise the journal, (4) to go into meetings of teachers, administrators, scientific and parent-teacher groups with small brochures containing a return postcard and (5) to make full use of holidays to run a special page as this was a chance to give friends a special gift.

How Unesco Serves Education Editors

One of the most valuable sessions of the Editors Workshop took place on August 11th, when representatives of the United Nations and Unesco spoke of the special services that were made available by these two world organisations to editors of educational journals.

The Education Department of Unesco, said Mr. Herbert Abraham, official representative from Paris on "Unesco Assistance to Educational Periodicals", is concerned with ensuring that material of a professional nature related to Unesco's education programme is diffused as widely as possible.

Among special services to educational journals are the effort that Unesco is making through specialised press to reach teachers with technical information about education in other countries. It also makes available to editors articles written by leading educationists. In future this assistance may expand in increased advice on the production of educational periodicals.

So far as specific editorial procedures, Unesco seeks to establish long-range plans with each journal and each country, getting editors to specify topics. It asks an author to write. It obtains the right to use an article already in print. Where educational journals bring out special issues, they can obtain Unesco's assistance.

In India, Unesco has had requests from five educational journals for a total of about forty articles. Some could be supplied immediately, as they were already available; others had to be specially procured to meet the demand. Editors can obtain from Unesco, publications such as the Fundamental and Adult Education Bulletin, Unesco's Educational Abstracts and Educational Studies and Documents as also Unesco pamphlets and monographs on professional subjects, many of which were free. They should write to Unesco, 19, Avenue Kleber, Paris, France.

International Understanding—How To Promote It

At a short session on August 12. on how to promote international understanding, Dr. Kerry Smith led a discussion in which editors requested the following services:—(a) Exchange of magazines; (b) Selection index of articles in educational journals of the world. (As this was a possible Unesco project, Mr. Abraham (Unesco) was asked to explore the possibility); (c) Exchange of members of editorial staff; (d)Commissioning

2. WCOTP at work in a Community Centre

3. WCOTP at play—watching a folk dance

4. Group photograph of Education Editors who attended the International Workshop

5. A Japanese delegate to the Workshop interviews Filipino teachers

oc articles by editors of magazines of other fountries; (e) Use of Unesco articles; (f) Dissemination of copyright infomation; (g) Extension of WCOTP services to editors, e. g., sending out material and providing postage, and (h) Institution of workshops—international, national and local as a matter of course.

An Editor Plans

One of the most interesting sessions of the Workshop was on editorial planning, and was conducted by Mrs. Mildred Fenner, Editor, National Education Association Journal (NEA Journal).

First, said Mrs. Fenner, define the purpose of your magazine. Is it associational ? Is it to improve teacher welfare? To improve instruction ? To present educational news ? Or other purposes ?

Once the aim of a journal is clear, the next step is to know your readers—who they are, their backgrounds and interests.

It is essential for an editor of an educational journal to read widely to think and to seek enriching experiences not merely in the field of education but in various associated fields, for a magazine invariably reflects the richness or the paucity of thought of the editor.

Teacher and Editor

Determine the policy of editing, for this makes a difference in the procedure you follow in inviting contributions. Agreeing with the Editor of *The Education Quarterly*, the speaker said: "We do not think it is our job to train the million teachers of the United States to write. We study other magazines and in other ways hunt good writers. But if manuscripts are not up to standard, we edit freely."

The next thing to do is to find out what the most pressing educational problems are for the next year and to plan conferences that leaders in every phase of education can attend.

Counsel On Editor-Public-Contributor Relations

Choose topics, watching balance, in your journal; try in every issue to have something for every kind of teacher—the elementary teacher, the rural teacher—something on teacher welfare, on associational matters and on educational news; apportion topics to monthly or weekly schedule but keep schedules flexible enough to take care of new developments as they arise.

Select authors for particular subjects. Invite material, being quite clear about the content and the style that you are seeking. Make as much use as you can of the unsolicited articles that reach you in the course of your work. Invite teacher-contributions by posing questions and asking for answers. For instance, present a brief anecodete of about three hundred words about a child who is causing trouble in a classroom and ask teachers to send in articles saying what thoy would do to help that child.

Remember that your layout is a part of your planning.

Follow up and find out what readers have liked and what they wish to have. An evaluation sheet is useful. Be careful not to get a "Jehovah complex" and think that you have all the answers, but remember, Mrs. Fenner concluded, that as one of the Indian delegates had remarked in the course of discussion "the courage of his convictions is an editor's most important asset".

Editorial Writing

What should be the aim of educational writing ? What approach should be used and how can we succeed in our object ?

Mr. Jasper, delegate from Hong Kong, opened his talk on the subject with a story. A distinguished Professor of Theology once addressed his students thus :—

"Gentlemen, you must read your Bible as you read your love letters. You will, you do, read your love letters naturally and with the following consequences :—

(1) You read a love letter first to know *what is in it.*

(2) You read it a second time *to remember it.*

(3) You read it a third time *to read between the lines.*

This, said the Professor, is the natural inevitable experience of those in love. You

must use this method in reading your Bible." The education editor, said the speaker is confronted with approximately the same problems in (1) the use of language, (2) the use of materials and (3) the use of ideas.

The language used in educational journals must be a language that people can understand. In the use of the materials, there must be versatility and discrimination so that all the levels we intend to reach are reached in a medium that can be understood at that level. Educational editors should note that materials used in publications beaddressed to a definite section of the public.

Ideas Have Legs

Finally, ideas have legs—and sometimes the force of a whirlwind. The editor must make his ideas travel—not only to his public—the teacher in the kindergarten, or in a junior school, or a high school. These ideas reach beyond—into the classrooms into the minds of students. This is the educational emphasis in editorial writing.

"The Words Will Follow"

Joining the discussion, the Editor of *The Indian Journal of Education* (Calcutta) said that it was one of our problems in India to discover the right mode of expression for educational journals. Educational writing must have dignity but must not be abstruse. Words must exactly express ideas : a writer should not be carried away by too many words. Every language has its own established standards. An educational journal in English must accept standard English and avoid journalese and words that are not part of the established language. This held for slang and colloquialisms. Precision in the use of words and fastidiousness in the choice of the right word were essential for good educational writing. Above all, a writer must have something to write about. "Have something to say", said Cato, "and the words will follow."

Keys of Evaluation

Mr. Larry Dennis, Provost of the Pennsylvania State University, addressed the Workshop on the ten keys of evaluation. Enumerating them he said :—

(1) The *cover* of the journal should be easy to identify and appropriately illustrated.

(2) *The table of contents* must be placed so as to capture the reader's attention immediately.

(3) *The order of contents* must give the impression of a planned journal. Important things must have important places and this is always a matter for editorial judgment. Special features should appear regularly in the same places. Advertisements should not be mixed up with illustrative material accompanying articles,

(4) *Layout* appeals on the total effect that it creates and should not be too elaborate. Attractive and simple layout is always preferable to something "fancy."

(5) *Heads and subheads*. Avoid the label headline. Heads and subheads should give a clear indication of what is to follow.

(6) *Type* should be used from the standpoint of readability and attractiveness.

(7) *Illustrations* should be judicious and accompanied by suitable captions and a good size of type.

(8) *Press work*, i.e., paper and ink— Do not, said Mr. Dennis, let the printer run away with you, but always keep him informed of the compliments that are paid to your journal.

(9) *Editorial Content*. Locate your public precisely. Write the same article for three different educational magazines depending on their type and approach.

(10) *Readability*. This consists in vigour, style and dash, clarity, simplicity and an economy of words.

Bulletins—Newsletters—Pamphlets

In a final session on Production on August 17th, Otto Forkert indicated the basic essentials in producing bulletins, news letters and pamphlets. The purpose of a

pamphlet, he said, was to serve as a short report on a subject. Ordinarily, a pamphlet should not exceed 32 pages. Pamphlets are more permanent than bulletins or magazines. They should preferably be of pocket size. As regards content, the speaker was of the opinion that no title page was necessary. Use effective sentences and words for conveying ideas, he said. Make your pamphlet informative and where you can, present information graphically. Recognise that anything that contains a story or fact can be presented graphically. Analyse your material from a graphic angle. Be pictorial and use pictures to depict figures. Caption well by answering the questions—Who ? Where ? When ? and Why ?

In humanising a graphic story, it is essential to establish a dominant figure, to follow it through consistently, to use the light touch, to get as much action in character as possible, to use captions inside diagrams that should be numbered, and to use colour functionally.

Stock-taking

By August 18th the Workshop was ended. What had its participants gained from it ?

In measurable terms, they had learnt the elements of typography and design and they had learnt somewhat more than the elements of editing and editorial procedure. They had also gained some insight into the financial management of educational periodicals and publications.

But perhaps more valuable than this measurable information and knowledge that they had acquired was the exchange of editorial experience that is essential to the production of good educational publications.

In the last analysis, an international workshop that aims at improving educational magazines, at building up an international network of friendship among editors and writers in education and at discovering ways and means of promoting international understanding through the printed word, has set itself pretty ambitious goals. It is not too much to say that the first International Workshop for Education Editors at Manila has laid the foundation for further workshops that, with the give-and-take of educational discussion, should achieve these ends.

The basis of all printed communication is the word. It doesn't matter whether we read from left to right or right to left or up and down or down and up. All good typography must have legibility.

—Otto Forkert

Select your authors—those who know the subject and can really write. We have to maintain a balance between bigname people and unknown classroom teachers.

—Mildred S. Fenner

Why do children dislike Arithmetic? Nine times out of ten, because it is badly taught. Sister Winefride has found a way to interest the Junior School in Arithmetic. See what she has to say on.

ARITHMETIC IN THE JUNIOR SCHOOL*

Aims

ABOUT four years ago we set out to change "sums" into something more realistic. We broke away from the set lines of approach, and the traditional order of introducing new rules. Instead of the pages of meaningless sums our aim henceforth was to emphasize the reality of arithmetic by showing its contacts with the children's own lives. Discoveries were to be made by the children themselves in practical and realistic situations. Thus they would begin with work which made an appeal and then, with interest stimulated, proceed to clarify their ideas through varied activities.

Children such as ours have plenty of experience in mathematical concepts even before school age. They begin their number in the practical way in their infant school. Following this experience it is necessary, when they reach the junior school, to clarify further their ideas by the continued use of mathematical equipment, activities and games with which they are already familiar. Before any mechanical work, plenty of oral and practical work precedes to ensure that the necessary fundamental knowledge is available.

Textbooks

The ideal textbook has not yet been discovered, though there are some useful ones on the market. It is desirable that they should be attractive and interesting and that illustrations should be useful. Books with unrealistic sums should best be given away for salvage. Any textbook is best supplemented by individual home-made cards. After the initial labour they are well worth the trouble of making. They allow for individual progress, which is just as important for the bright as the dull child.

Collecting Equipment

Weight: A few years ago materials in school were still scarce, so mathematical equipment had to be collected from sources other than *per capita*. Friendly shopkeepers and secondhand dealers provided six pairs of scales and weights, which are much stouter, anyway, than those obtainable from educational suppliers. In order to let the children discover the different relationships between weight and bulk, tins containing various types of materials were collected—e.g., wet sand to contrast with dry saw dust, etc. A dial scales was later added for more accurate weighing required from more advanced children.

Length: The woodwork master provided strips of wood cut in different lengths. These can be marked off in various ways according to the needs of the children using them. Height measures with feet and inches marking are available, to record the rates of growing—always a favourite exercise. The Primary rule which is exactly 12 inches and has only simple English markings is most suitable for the majority of Junior children. Rulers with metric system markings are reserved for the bright fourth year class. The 60-inch tape and chain measure are also available. For first years anything measurable is useful—string, strips of wallpaper, etc.

Capacity: The capacity measures necessary are the gill, half-pint, pint, quart, half-gallon and gallon. It is important that the school milk bottle—third-of-a pint—is not overlooked, and how much each crate holds. It is also attractive general knowledge for children to know the approximate capacities of common vessels, e. g., cups,

*By Courtesy of Sister Winefride and the Journal of the Institute of Education of Durham University, Durham.

beakers, teapots, kettles, etc. Different sizes of spoons and ladles should be used, and their relation to larger vessels discovered. Much useful knowledge in this respect can be acquired through cookery.

Time: Ideally each classroom should have its own clock though this difficulty is being overcome by the increasing number of children who possess watches. Such lucky owners usually allow their friends to see the time so that a number may benefit from one watch. All are interested in the calendar and normally access to one is easy. Older children have opportunity to handle their local bus and train time-tables, and suitable and realistic exercises are set on them. The B.B.C., school and class timetables are followed with interest by young and old alike.

Shopping

The real activity is familiar to every child in the town and it is easy to link such experience with the classroom shop. Whatever form these shops take they must be regarded as a means to a mathematical end and not the classroom decoration. Considerable practical experience in the handling of money is given at all stages so that by the fourth year children can total the school takings for savings and meals and put it in the appropriate money bags. They are also able to fill in the accompanying forms for the bank.

Fractions

Equipment for fractions is limited mainly to the traditional strip or circle equivalents, which can be either bought or made at home. Care is taken not to limit fractions experience to such artificial examples when the whole environment is filled with real fractions—school bottle of milk, capacity measures, weights, lengths, $\frac{1}{2}$ds, $\frac{1}{4}$ ds, etc. Such real examples are the safest introduction to fractions, nor should we forget that the child has been familiar with these from an early age.

Geometrical Equipment

Older children have the usual mathematical instruments: setsquare, protractor and compass. The bright ones have formal practice in their use and in simple geometrical exercises. All Juniors should be familiar with the terms and meanings of square, circle, triangle, oblong, etc., and as far as possible mathematical terms should be used throughout.

The Post Office

The Post Office aims at (a) basing number and money on real situations ; (b) limiting it to the children's needs ; and (c) giving sufficient practice in the four rules to make the child a fairly good and confident calculator. From whatever angle it is approached it is interesting to the child and gives mathematical practice through pleasing and natural channels.

Stamps, of which there is a large variety, can be home-made, or books of Rowlands postage stamps which give an air of reality can be purchased. There is a large list of prices ranging from the 5s. stamp to the $\frac{1}{2}$d. postage stamp. Parcels are weighed and the postage calculated and also the costs of letters—open and closed—postcards, newspapers, etc. Telegrams are written concisely and clearly and the cost reckoned. Work cards include such consignments as: (a) costs of postage, savings and postal orders ; (b) postal rates for varying weights of letters and parcels; (c) writing and sending a telegram and finding the change from a given sum of money; (d) withdrawing or paying money into savings account and finding the new amount. Any of these assignments requires finding and checking information, jotting down the transaction, and reckoning the change. The Postmaster must check both sales and takings.

A Shop

We have a large oak trolley in one room for a shop and other classes use shelves, but if space is limited an effective shop could be made even in an usherette tray. The stocking of the shop is done by the children themselves as are also price lists, catalogues, etc. Prices must be kept up-to-date.

Shopping is limited to a group of children at a time. The shopkeeper has to

to be accurate in order to keep things moving smoothly. To him falls the responsibility of calculating accurate change and meeting the customers' demands. There is also considerable account-keeping. Shoppers are limited as to the amount of money and number of purchases. Each purchase is recorded in their books and the transaction completed by showing the original amount of money and the change. A shopping bag or handbag gives the shopper a feeling of reality and poise.

It is important at each stage that the child is having useful experience and that the shop is such as to afford him exercise for the skill and application which should be demanded of his expanding intelligence. It must be borne in mind too, that as Arithmetic is a tool, if it is not used in real life-situations it is useless. In this connection it is necessary to watch that the amount of spending money is limited. It is waste of time to have children spending large sums of money merely to keep them occupied.

As a change from practical shopping a division of the class is sometimes taken for rapid drill which may be oral or written, e.g., How much for 2 lbs. of tea ? How many 2½d. stamps for half-a-crown ? Change from 2s. after posting four letters ? Such drills should include the equivalents, e.g., different ways of making up 2s. 6d., etc. Any type of shop can be used for practice in the four rules and money, thus enabling individual children to become quick and confident at calculating.

Problems

Problems are taken from real life—locality, topical events, simple everyday occurrences. Nor should there be large figures involved—real life rarely has. Children are able to visualize the situation and the language is suited to their vocabulary. We discovered that while children appeared to fail through lack of understanding the language used, in reality this failure was due to insufficient familiarising them with the language of Arithmetic.

Training in understanding arithmetical problems follows the same lines as drill in the skills. Difficulties are isolated and practice given in each type by itself. Emphasis throughout is on the development of insight and understanding, for drill must be made subsequent to, and not a substitute for the understanding of meaning.

As problems are part of life, this term should never be regarded as another branch of Mathematics reserved for certain days of the week. Nor should the label "problems" be reserved for Arithmetic—we can have any kind of problem to solve. We have discovered that while very young children prefer problems to mechanical sums, older children who had been denied problems in their earlier years were worried when they had to do them at a later stage.

Tables

Tables are best learned as tables when their purpose is known. We have discovered that if there is insufficient experience, tables become a feat of memory with little or no meaning. Nor is written Arithmetic a practice for tables. Like written work, tables can suffer through attempting too much without mastering each step, or before the child is experienced enough for it.

Opinions differ these days as to the best method of learning tables. All are unanimous, however, that the recitation of tables by the whole class has no justification and is mere waste of time. If addition and subtraction tables are taught simultaneously the facts involved can be reduced to 45. By dealing with multiplication and division together the basic facts are reduced to 36. These facts exclude the 12 times table which is best taught with shillings and pence *and* feet and inches. The 10 and 11 times tables scarcely need teaching. Zero—source of much trouble later—needs careful attention, e.g., nought times anything and any times nought. Tables might well be accompanied by flash cards or snap questions Systematic drill increases achievement and is more effective when it includes all number-combinations and when the amount of practice is roughly proportionate to its difficulty.

Tables of weights and measures are best divided into large and small, e.g., in length—yds, ft. and ins., and furs, and miles. In area it is more appropriate to say ¼ and ½ acre than the equivalent in square yards,

Similarly it is more correct to use the approximate $\frac{1}{4}$ or $\frac{1}{2}$ than the exact number of square yards. Interest is stimulated if something is told of the origin of our British weights and measures—e.g., the original measure of length was digit, palm, cubit and fathom, etc.

Outline of Work with Fourth-Year Bright Juniors

Besides covering the traditional rules expected at this stage, bright children experiment and pursue further where interest is awakened.

Length: All children can estimate heights and lengths correctly to a fraction of an inch—they have measured regularly throughout the school. It is part of their work to measure and find the area of any or all the school, playground, etc., and to estimate greater heights, etc. These measurements and areas are shown in their books correctly drawn to scale. From finding the area of conventional shapes they proceed to irregular surfaces. These are first introduced on squared paper and calculated by counting the squares—each square representing a particular unit of measurement. They discover that greater areas still can be represented on paper—their town, their country, continents, etc. This is probably as early as they can appreciate the units—acre and square mile—and even now it is essential that standards of comparison are given.

At this stage children should be using pictorial and diagrammatic representation of numbers. They proceed from showing pictorially the numbers of children in a class to representing the population of the world's largest cities—i.e., from the scale being one mannikin—10 people to one mannikin—one million people. Fractions can now take an interesting turn if more complicated ones are presented pictorially.

Geometry : Without having formal Geometry we endeavour to develop in the class geometrical vocabulary and ideas, and knowledge and experience of space and shapes. They have earlier made the acquaintance of triangles, squares, oblongs, etc., and in their final year they can draw these carefully and accurately. They experiment with angles and become familiar with the terms right angle, acute, obtuse. From the right angle they pass on to 45°, 180°, and 360°, and they hear the terms adjacent alternate, etc. How to find the area, of triangles they can discover for themselves by working from the oblong, which can be shown as two right-angled triangles. They are interested in symmetry and refer naturally to the symmetrical arrangement of objects.

After areas the class do volume. This is demonstrated by the inch-cubes which make it possible for the children to work it out for themselves, e.g., a rectangular solid can be built from a number of inch-cubes—how many cubic inches in the bottom layer ? How many layers are there ? They can now find out the weight of a cubic foot of water, and do such exercises as calculating the weight of water in the rectangular aquarium.

Temperature records from material for graphs—each room has its own thermometer. Other records kept are class attendance, amount of rainfall, etc. Averages are calculated for cricket and football scores. This rule is not particularly interesting, anyway, unless linked with the children's interests. Decimals follow naturally from vulgar fractions. Division by decimals is postponed until the secondary stage, nor are any involved examples used. The Metric System is linked up with decimals and is quite fun now.

What about the Selection Examination ? From the foregoing it will be seen that the examination does not require all this knowledge and it would be quite limiting if rules were confined to the requirements of a Moray House Test. True, in order to give a fair chance, practice in speed is essential, but the rules are covered in the third year. As the examination takes place at the beginning of March there is a whole term for unrestricted experimenting. Usually at this stage children develop a new zest for Mathematics—and the rules now seem much more interesting than earlier work. A little Algebra is introduced, and once the initial surprise is over, children thoroughly enjoy it. They should now have collected a record of all the short methods they have learnt, and a list of equivalents—vulgar and decimal fractions, percentages, and these

applied to money, weights and measures.

The foregoing notes concern chiefly the brighter children, but the same principles are applied to all. The important point is to use methods which enable every child to work to the utmost stretch of which he is capable, and to encourage him to think and experiment with numbers for himself.

Men are four :
He who knows not and knows not he knows not, he is a fool—shun him ;
He who knows not and knows he knows not, he is simple—teach him :
He who knows and knows not he knows, he is asleep— wake him ;
He who knows and knows he knows, he is wise—follow him !

Arabic Apothegm

Education makes a people easy to lead, but difficult to drive ; easy to govern, but impossible to enslave.

Attributed to Lord Brougham

S. Prasanna Kumara Gupta

A NOTE ON EVALUATION OF SCHOOL BROADCASTS

AMONG the many gadgets the Indian school has in recent years borrowed from the West is the radio. Impressed by reports of the success of the radio as a medium of education in the advanced countries of the world, All India Radio spends considerable sums of money every year on producing educational programmes for schools. The State Governments spend almost as much to provide their schools with equipment to listen in to such programmes.

Recently AIR Madras conducted an investigation to find out how good its programmes were and what use was being made of them by schools. The findings are revealing and have a lesson for every school and radio station throughout the East.

School Broadcasting in Madras

The Madras station of All India Radio began school broadcasting in November 1938 with 27 "listening" schools, that is, schools with facilities for listening in. Now the number of "listening" schools in Madras and Andhra States has risen to 1073. Two more stations at Vijayawada and Tiruchi have joined the Madras station in its school broadcasts programme.

The school broadcast lasts 90 minutes and is available on five days a week (Monday to Friday). The Madras station concentrates on High and Middle schools and Vijayawada on Elementary schools. The time is equally distributed among the three grades. The broadcasts are mostly in Telugu—the medium of instruction in the region. A half-hour in the High school programme and a quarter hour in the Middle school programme is devoted entirely to English. Some time is reserved for Hindi and the rest for music programmes.

AIR Madras produces a quarterly bulletin, listing in advance the items on the educational programme and giving a brief resume, a bibliography and a quiz for each of them. The bulletin and a quick reference programme chart are supplied free to each of the "listening" schools. A few minutes before a programme goes on the air, the teacher is expected to introduce it to the class with the help of the bulletin and reference material. After the talk is over, the teacher is required to use the quiz to test the receptiveness of his class and to send in a report to the Director of the Radio Station.

At the other end there is a Programme Assistant in charge of the school broadcasts and an advisory committee consisting of prominent educationists, teachers and technical experts to supervise them. A State Broadcasting Department is there to supply, install and maintain radio sets in schools and a special officer in the Directorate of Public Instruction supervises Audio-visual education in schools.

An Educationist Investigates

In September, 1954, after nearly 16 years of school broadcasting, the Madras AIR decided to take stock of its educational feature service and selected Professor Mamidipudi Venkatarangayya, a well-known educationist for the job.

Professor Venkatarangayya began by making a careful selection of topics for the programme, made certain improvements in the vocabulary used and adapted it to suit the different grades and education-groups to which the various broadcasts were directed. He introduced illustration, ancedotes and dramatic effects in school broadcasts to make the presentation of subjects interesting and concrete. Among the successful new-type broadcasts were talks from persons engaged in different professions, on topics covering the nature of their work and experi-

ences and travelogues by Indians who had been abroad. His main object was to produce a good quality broadcast.

Professor Venkatarangayya next went on to make a random sample selection of 45 schools (one out of every ten "listening" schools) in the State and toured them for closer inspection. He received a rude shock almost at the outset. He found that hardly half a dozen of the schools made use of the programme systematically. Teachers of even these few schools scarcely bothered to send regular reports to the Director of Madras AIR.

This was a deplorable state of affairs. When questioned, most of the teachers blamed the equipment. The radio set was usually kept in the Headmaster's room and when a programme was occasionally tuned into a mixed group of students stood at the door to listen and learn what little they could. Though the Government provided for it, very few schools had a loud-speaker in each classroom. The most promising school had the speaker in a common auditorium only. This made a systematic use of the programme, with the suggested teacher-student participation well-nigh impossible. Others complained that the timings of the broadcasts were not suitable. This could hardly be true. The timings were fixed after years of adjustment between the radio station and the heads of schools. Besides, the schools could and some did buy tape-recorders so that a broadcast could be played back at any time later.

Assessment

In his interview Professor Venkatarangayya said that he felt the real trouble lay with the teachers. Very few of the teachers he met and discussed the subject with, seemed to realise that educational broadcasts could be a vital instrument of education in their hands. Most teachers did not regard them as part of the curriculum, as they were in fact meant and designed to be. They did not see how the broadcasts could be useful to the student either in his examination or otherwise. But he was of the opinion that underlying all this distrust and apathy of the teacher was a strong current of silent hostility. Poorly paid and overworked as teachers, they viewed the the programme as a needless additional burden.

What then was the solution ? The Professor dismissed the idea of making listening a compulsory part of the syllabus for compulsion is a distasteful thing. Also not all broadcasts could be a hundred per cent good. (It is not possible to make every broadcast worthwhile within the limits of the present organisation and budget.) On the other hand, continued the Professor, unless the schools show a more encouraging response, there is no point in providing for bigger outlays.

The central point of Professor Venkatarangayya's analysis was that no programme could be really effective so long as the human element was forgotten and radios were acquired by schools like any other gadget to serve as mere ornaments. The resistance of the teacher is another factor to be overcome and replaced by a brighter and broader outlook on the whole programme. There is no other way.

J. K. Shukla

SYLLABUS FOR A BASIC SCHOOL

BASIC education concerns itself with a new ideology of education based on justice, cooperation, productive work, the dignity of manual labour and respect for human individuality. It tries to help the growing child not only to acquire useful and functional knowledge but the essential skills and attitudes that train the head, the heart and the hand and enable the child to think of his own good as an integral part of the common good. The underlying principle of education through work and living, thus becomes an important basis of the syllabus for Basic schools. This principle has been recognised by several progressive thinkers of the western world. As Rousseau said, "If instead of making a child stick to his books, I employ him in a workshop his hands work for the development of his mind. While he fancies himself a workman, he is becoming a philosopher."

The teacher in a Basic school is concerned not with the subject matter in the form of unrelated accumulation of inert facts to be passively acquired by children ; his main task is to organise productive work and other activities and thus establish an intrinsic relationship between learning, doing and living. At the stage of Basic education now accepted as of eight years' duration, knowledge is to be given not in a formal bookish way but in response to the felt needs of the child as it pursues a purposeful activity arising out of craft, social environment and physical environment.

For a sound understanding of the special features of the Basic syllabus, it is necessary to keep this background of ideas before us.

History and Growth

The first syllabus of Basic education was prepared by a committee of leading educationists under the distinguished chairmanship of Dr. Zakir Husain in 1938. This syllabus was a poineering attempt to evolve a practicable scheme of Basic National education and give a new orientation to the educational thinking in the country. The committee drew up a seven years' course of Basic education. In the early stages of the introduction of Basic education almost all the States followed this syllabus. The Hindustani Talimi Sangh revised its syllabus twice thereafter, once in 1946 and then in 1950. The most striking feature of this syllabus is its elasticity and readjustment in the light of experience and experimentation. "A syllabus of this kind which aims at far-reaching reconstruction of educational practice really requires a background of fairly extensive experimental work on the lines suggested in our report," said the Zakir Husain Committee, "because it is only after such practical experience that all the possible correlations can be confidentally worked out."

In the second revision of the Hindustani Talimi Sangh's syllabus in 1950, an attempt has been made to bring it nearer to life by making certain human needs and activities the basis of the curriculum. The programme of work and the detailed syllabus are planned round such activities as :

(a) The practice of clean and healthy living, (b) the practice of self-reliance, (c) the practice of a productive basic craft, (d) the practice of citizenship in a community, (e) the practice of recreational and cultural activities.

There are detailed syllubuses for Social Studies, Language, and Mathematics in which the approach is not pri marily academic but related to actual life-situations and problems. In pursuing these activities, essential knowledge, habits, attituders and skills are acquired. For example, the plactice of clean and healthy living (individua and social) will include activities relating to personal and community cleanliness, study of the elements of physiology, hygiene, sanitation, dietetics and physical education.

Training in citizenship would include practical and theoretical work involving studies in History, Geography, Civics and the elements of Sociology and Economics. Capacity for self-reliance would include ability to grow vegetables, to produce cloth from raw cotton, and to get acquainted with the fundamental processes and principal tools of agricultural operation, to cook simple meal etc.

Government Gives a Lead

At about the same time, that is, in 1950, the Government of India published a syllabus for Basic schools (Pamphlet No. 70) prepared by a committee appointed in 1947 by the Central Advisory Board of Education for the purpose. This committee agreed substantially with the conclusions arrived at by the Zakir Husain Committee in regard to the objectives under each subject, but made certain additions and alterations in the light of subsequent experience. While recommending their syllabus the Committee made it clear that it was prepared in accordance with available information and experience. In view of this, the syllabus prepared by the Committee should be treated more as a book of suggestions than a text or manual.

It is not intended here to compare the Talimi Sangh's syllabus with the one published by the Central Ministry of Education but it will be seen from the above discussion that both syllabuses have emphasized the following features :

(i) Need of more experiments and constant revision in the light of experience.

(ii) The syllabus should be treated as suggestive and not rigid or final.

(iii) Adaptation of the syllabus according to the ideal of Basic education.

Criticism of the Syllabus

It may now be advantageous to consider some of the criticisms levelled against the Basic syllabus and its programme of activities.

1. The syllabus is said to be too heavy and ambitious especially with regard to the standard of attainment in crafts and the number of topics suggested under each subject, viz. Social Studies and General Science.

2. How far does this activity syllabus lend itself to logical and systematised organisation of subject matter so that it can be properly graded from year to year without overlapping and repetition ?

3. It is also not possible to ascertain whether this sort of activity syllabus is feasible for higher grades and whether sufficient intellectual content has been included so as to suit the requirements of the higher grades.

4. The time allotted to craft work is too much in comparison with the time required for other studies.

5. The term 'subisdiary craft' has been used rather ambiguously since it seems to have been applied to (i) some crafts which were subsidiary to the principal craft and (ii) some others which though independent, have a secondary position in the syllabus.

Answering the Critics

Most of these criticisms have been met by saying that the basic syllabus should be regarded not as the last word but as the beginning of a process. In the very introduction of the syllabus, the Zakir Husain Committee has said that "this should be regarded as a tentative scheme drawn up to show that the principle of coordinated teaching can be worked out in practice. As teachers in our training schools and colleges and in the new school of Basic education begin to work out the scheme scientifically and record their observations and experiences, it will be possible to improve the syllabus progressively".

As regards the variety of topics and the heaviness of the syllabus, it is argued that, "Any teacher who tries to work in the true spirit of Basic education will discover that a syllabus based on the life experience of a child must be as many-sided as life itself." If a school really attempts to exploit the educational possibilities of the craft work and the physical and social environment of the child, the syllabus will naturally cover a number of topics.

What Research Has Proved

All this points to the necessity of concrete experimentation of the syllabus from grade to grade. An experimental study* of the syllabus framed by Bombay State was undertaken with special reference to Grade I in 1953 and the report of this investigation was submitted for the degree of M.Ed. The objectives of the study were (i) to see how far the syllabus in Standard. I is covered in one year through correlated teaching, (ii)..... ......to test the attainments prescribed for Basic crafts and other items of the syllabus ; and (iii) to give in the hands of a basic teacher a record of an experiment which may help him to chalk out his own programme for his class. The investigator prepared monthly conspectuses of work for all the months of the school year and each monthly conspectus was split up into weekly plant. Daily diary of the work done was maintained by the experimenter and the class teachers. The total work done in a month was consolidated into a monthly report showing the activities conduct d and the knowledge correlated. As a result of the experiment, the investigator concluded, among other things, that the Bombay Basic Syllabus (1950) could be worked out through activities connected with the child's physical, social and the productive environments and that it needs revision in Basic crafts and Social studies for the age group 5-7.

Essential Points

It will be evident that many more such experimental studies carried out scientifically for the various grades will be necessary to draw up a reliable and practical syllabus. While preparing the basic syllabus or analysing and evaluating the already available syllabuses, it would be worthwhile to keep the following special features constantly in view**:

(i) Since curriculum is primarily an aid in the process of adjusting the child to the environment, the programme of work and the detailed syllabus are planned round certain pr ctical activities pertaining to craft, physical and social environments. Thes activities should be of the most fundamental importance for life and such as would offer the richest educ tional opportunity.

(ii) The child's own experience gained as a result of interaction with his environment, shoul l be utilised as the starting point in the process of education and by correlating activities with the different types of knowledge, skills, attitudes and habits to organise and develop the child's experience.

(iii) In the early stages, the child requires knowledge by participating in different activities. This principle of learning through doing is the basic principle in the planning of a Basic education curriculum. Again and again it has been emphasised that the curriculum should be visualised as "an activity curriculum." A study of Basic syllabus will show that this point has been stressed in connection with each subjects of study, and it has been shown how items included in the syllabus can be taught through concrete life-situations relating to the child's environment.

(iv) The content of the syllabus is governed by the following considerations:

(a) "Nature and psychology of the child. The content of the syllabus should be woven into the growing experience and needs of the pupils".

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* Basic Syllabus in Practice : An experimental study of the Syllabus framed by the Bombay State for Std. 1—an unpublished M. Ed. Thesis, Karnatak University, (1953) by N.R. Hiremath. See also : A critical study of the syllabus of the Basic and Non-Basic Primary Schools and Training Colleges in the Bombay State with suggestions for reforms—an unpublished M. Ed. Thesis, University of Poona, (1956) by V.G. Bhate.

** For a thorough understanding of the problem the readers may refer to (1) *Introducing the Basic Curriculum—by* Shri K.G. Saiyidain and (2) *Handbook for Teachers of Basic Schools* Ministry of Education, Government of India, 1956.

(b) "The special needs, occupations, geographical features and social traditions of the environing community".

(c) "The curriculum and the syllabus in each subject will also be influenced by our educational ideology". The basic syllabus will help in making pupils active, cooperative, full of initiative and imbue them with a keen sense of social service.

(d) The principle of coherence and unity of knowledge.

"Education is an all-round drawing out of the best in child and man"

—Mahatma Gandhi

If you have great talents, industry will improve them : if you have but moderate abilities, industry will supply their deficiency.

discourses ii

EDUCATION *Today*

Primary and Basic Education

Sanction has been accorded to take over the aided Elementary schools in Nellore District by the Government of *Andhra*. A special District Educational Officer with necessary staff has been appointed to attend to the preliminaries of the actual taking-over of the schools.

*

The grant received from the Centre was utilized by the *Assam* Government to convert Primary into Basic schools. A large number of schools were damaged by floods last year. A grant of Rs. 15 lakhs was distributed for repairs and/or reconstruction of these schools.

*

146 schools in the rural area of *Delhi*, both Senior and Junior Basic, were inspected. The villagers constructed three school buildings by voluntary labour at Bankoli, Mundaka and Jatkhora.

*

The All-India Basic Education Conference held near *Madras* in early June, declared that the ultimate objective of Nai-Taleem was the establishment of a new standard of values and a non-exploiting democracy. The Conference also declared that there must be one common educational system for rural and urban areas and that Basic education should be continued from the Primary to the University stages. It welcomed the efforts of the Hindustani Talimi Sangh which has started a Nai-Taleem University at Sevagram and hoped that there would be one such centre in each linguistic area.

*

The Education Minister of *Uttar Pradesh* stated in New Delhi on June 10, 1956, that Primary education up to the third class will be made free in the State's Primary schools in the immediate future. The Minister disclosed that the Government also proposed to make education free up to the fifth class from July, 1957. It was also intended to make education free up to the Junior High school standard during the Second Plan period.

* * *

Social Education

A Social Education Training Camp of Sub-Inspectors and Assistant Sub-Inspectors of Schools was organized by the Government of *Assam* in which 46 trainees participated. This was the first course of its kind since the inception of the Social Education Scheme in the State. The theoretical sphere was covered by lectures and discussions on such topics as the principle and the scope of Social education, adult psychology, writing for neo-literates etc. In practical fields the trainees were divided into three groups and were entrusted with teaching as many as 75 illiterates, each one undertaking the task of making at least one adult lilterate within a fortnight. As many as 581 Social Education Centres have been functioning in the State in different sub-divisions, of which 118 are situated in the plane tribal area.

The two Audio-Visual units of the State Department worked extensively in the interior of different districts giving as many as 120 film shows and attracting an audience ranging from two to ten thousand.

*

In the State of *Delhi* the Five Model Community Centres and the five School-Cum-Community Centres continued to work efficiently. In addition 125 Social Education centres are also running in different villages, each with a small library and reading room. A number of film shows and demonstrations are given in these centres. 22 new centres have been added during the quarter.

*

The seventh national seminar on "*The Role of Social Education in Rural Reconstruction*" will be held at Dabok near Udaipur (*Rajasthan*) in December this year. The thirteenth All-India Adult Education Conference will follow the seminar.

* * *

Secondary Education

Under the auspices of the U.S. Educational Foundation in India, a Secondary Education Course was conducted at Madurapalli, (*Andhra*) in April May, 1956. Eighteen headmasters and headmistresses of the State were selected for this course. Besides, the headmasters and headmistresses of Secondary schools from Hydrabad, Mysore, Madras and Travancore-Cochin States have also undergone the course. The object of the course that was run on the workshop method was to enable the participants to study the latest developments in Secondary education.

*

A Secondary Teacher Workshop sponsored by the Union Ministry of Educatian and the U.S. Educational Foundation in India was held in *Bhopal* from January to March, 1956. 40 teachers, administrators and inspectors from the States of Bhopal, Bombay, Delhi, Pepsu, Punjab, Rajasthan and Vindhya Pradesh participated in the workshop that worked on problems of Secondary education under the guidance of three American experts and one Indian educationist.

*

Financial assistance has been granted to a number of Government and non-Government schools in the *Punjab* under the scheme "Implementation of the recommendations of the Secondary Education Commission—conversion of existing high schools into multi-purpose type and allied schemes."

* * *

All-India Council for Secondary Education

The All-India Council for Secondary Education at their third meeting held in July, 1956 made a number of important recommendations for the implementation of the scheme for the reorganisation of Secondary education.

The Council considered, *inter alia*, a suggestion to set up Regional Boards or Regional Councils of the All-India Council to bring about coordination between the Centre and the States. While generally approving the suggestion the Council resolved to consult the State Departments of Education regarding the scope and function of such Boards.

The Council reviewed the progress of conversion of high schools into higher secondary schools and the setting up of multi-purpose schools during the current financial year and the targets to be achieved during the Second Plan period. It was reported to the Council that most of the States had taken steps to switch on to the new pattern. During the period October 1954 to March 1956, it was stated that as many as 470 multi-purpose schools were sanctioned out of the total number of 500 during the first plan period and that they had started functioning from the current financial year. The field staff of the Council was authorised to visit Higher secondary, multi-purpose and other institutions at secondary level in receipt of central assistance and to make an on-the-spot study of the problems of such schools.

Another important subject discussed was the question of reforming the examination system. The Council referred the whole issue to a special committee appointed by the Ministry of Education. This committee will also consider the question of establishing the Bureau of Examination Research, its constitution and functions. The Council felt the need for a central examining body to examine pupils at the higher secondary level. It was felt that this examination should be open to students of Higher Secondary schools of such States as have not yet established Boards of Secondary Education and also to students coming from public schools and centrally administered areas.

* * *

Educational Seminars

Five Regional Seminars of Headmasters and Educational Officers were organized by the All-India Council for Secondary Education during May and June this year at Mussorie, Shillong, Pachmarhi, Mysore and Coimbatore. These Seminars were in session for about 25 days. Altogether 155 Headmasters and 25 Educational Officers from 14 States attended the Seminars. The strength of each camp was limited to about 40 participants. Members of the Field Advisory Services of the Council visited these Seminars, stayed with the participants and took part in the discussions.

The various subjects discussed included (1) Organizational pattern, (2) Reforms in examinations, (3) Democratization of school administration, (4) Co-curricular activities, (5) Multi-purpose schools, (6) Discipline among school students, (7) Guidance and counselling, (8) Improvement of teaching personnel etc. It is hoped that these Seminars will give the participants a clearer picture of the reorganization in Secondary education that is being envisaged and an awareness of the many problems they are likely to face in the process of such reorganization.

Besides the five Regional Seminars, the Council also organized three All-India Seminars on (1) Examinations, (2) Teaching of Science in Secondary Schools, and (3) Administration.

Representatives of State Boards of Secondary Education from ten States together with all Heads of Departments of Education from 14 Universities and a few experts in the field participated in the deliberations on "examinations" that took place at Bhopal early this year.

The Seminar on the Teaching of Science was organized at Taradevi in June, 1956. 46 lecturers from 45 Secondary training colleges in 15 States participated in the deliberations. The seminar was organized to examine the draft syllabuses in General Science, Physics, Chemistry and Biology issued by the All-India Council for Secondary Education and study the problems connected with the adoption of these syllabuses, methods of teaching, laboratory design and equipment, textbooks, teaching aids, training of science teachers, co-curricular activities etc. The Seminar recommended that the organization of science clubs should be made compulsory in all Higher Secondary schools to give the students an opportunity to try out projects so as to make them interested and trained in the development of scientific attitudes and scientific technique and thus enable them to understand the relationship between science and everyday life. In regard to the teaching of general science, the Seminar recommended that Unesco be approached with a request to supply a set each of Unesco designed apparatus to all training colleges in India and that arrangements be made to manufacture the Unesco designed apparatus and other items that would be needed to teach General Science according to standard specification.

The Seminar of Educational Administration was held at Srinagar from 21st to 26th June, 1956. The main purpose of the Seminar was to discuss at State level the various administrative problems relating to the reorganization of Secondary education such as the need for humanising administration, developing an All-India outlook among Educational Administrators, improving professional efficiency among them, improving the quality of instruction, improved methods of inspection, conversion of High schools into Higher Secondary schools, provision of equipment etc. Directors of Public Instruction from 14 States and Education Secretaries from eight States together with Deputy Directors of Education from 13 States participated in the deliberations.

Mr. K.G. Saiyidain in his inaugural address emphasized the need to devise administrative techniques and procedures that would enable the States to implement the educational reforms and reorganize education quickly and efficiently. Administrative procedures needed replanning and a radical change in the outlook of the administrators and techniques of work. Mr. Saiyidain laid special stress on humanising the administration and adopting a less rigid and a more elastic approach in administrative dealings that would encourage the freedom to experiment with new ideas.

* * *

Teacher Training

Annual tests of trainees were held in all the Government Basic training centres of *Assam* State. A conference of the Principals of the Government Basic training centres and the Superintendents of the Basic training centres under the State Basic Education Board was held at Roha to determine the type of examination in Basic training centres.

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In order to equip the teachers with training qualifications, an "Emergency Training Course" was started for about 200 untrained teachers of the *Bhopal* State. A similar camp for lady teachers of the State was also organized. Besides, sanction has been accorded to establish two Basic training colleges in the State in addition to three Basic training institutions already in existence.

*

Fifteen Principals of training colleges attended a four-day seminar on Promotion of Research organized by the Ministry of Educatian at *Ootacamund* in the second week of June, 1956. The seminar reviewed research projects pursued under the First-Five-Year Plan and drew priorities for schemes to be undertaken in the Second plan period.

*

A conference of the representatives of all the Basic training schools in the State of *Travancore-Cochin* was held under the Chairmanship of the Director of Public Instruction of the State to discuss ways and means for the improvement of Basic education in the State. A large number of District and Divisional Educational Officers attended the conference.

* * *

Cadet Corps

Two training camps of A.C.C. Teachers were conducted at Guntur (*Andhra*) in which 452 teachers were given training. An A.C.C. Social Service Camp was also conducted at Guntur in which 1,850 teachers and cadets were engaged into the laying of a three mile road.

*

A ten-day training course for girl guides was organized in *Bhopal* in collaboration with Bharat Scouts and Guides. A batch of 40 lady teachers from different girls schools of the State participated in the camp.

*

It is proposed to start 33 units of Junior Division (N.C.C.) in various schools of *Travancore-Cochin* under the Second Five-Year Plan. The new selection board that was constituted for the purpose has finalized the selections. The selected officers will undergo training for a period of two months on Government expenses and will after training raise N.C.C. Junior Division units in their respective schools. 15 units of the A.C.C. are also proposed to be started in the schools of the State. Steps are being taken for the selection of schools to start A.C.C. units.

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Three Months' Course in French

L' Institute Francais de Civilisation (The French Institute of Civilisation), *Pondicherry*, is an educational institution that was established with the object of propagating French culture among those who were desirous and capable of receiving it. The institute undertakes both teaching and research. Normally the duration of the course given at the Institute is eight months. The Institute now proposes to start a course in the French language lasting about three months. It will be open to adults who would like to learn and speak French fluently. Further details are available with Secretariat de I' Institute Francais de Civilisation, 10, Rue Saint Louis, Pondicherry (India).

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Employment Opportunities under the Second Plan

At least 15.3 million job opportunities will have to be created—10 million for new entrants to the labour market and 5.3 million for the backlog of unemployed, if the overall objective of eradicating the scourge of unemployment is to be achieved during the Second Five-Year Plan period. Considerable thought will have to be bestowed to increase the employment potential of the projecteds included in the Plan to the maximum possible extent. The estimated additional employment generated by the Plan has been worked out as 80 lakhs of which 3.10 lakhs belongs to Education.

THE FOREIGN SCENE

Uganda Educational Conference

The Ninth Annual Conference of the Uganda Education Association was held at Kampala from 24th to 28th April, 1956 presided over by Mr. B. D. Gupta, Headmaster, Government School Kampala. In his presidential address Mr. Gupta described the background of the social and political conditions obtaining in India before the advent of the British, and under British rule, and the circumstances under which the spread of Western learning through the medium of English was declared to be the educational policy in India in 1835.

Educational improvement and expansion continued on these lines till the begining of the present century, when Mahatma Gandhi came out with his scheme of Basic Education. Gandhiji wrote in the Harijan in 1937 "By education I mean an all round drawing out of the best in child and man—body, mind and spirit... ...literacy in itself is no education. I would, therefore, begin the child's education by teaching it a useful handicraft and enabling it to produce from the moment it begins its training. Thus every school can be made self-supporting, the condition being that the State takes over the manufacture of these schools".

Mr. Gupta then examined the chief characteristics of Basic education. Summing up, he said "Basic education is still in its infancy. It is a new force in the sphere of education, but it is gathering strength every day ..... Basic edcation in India isnot looked upon as a mere educational experiment nor the propagation of literacy, but as a nation building and welfare mission for the upliftment of the masses to a level of self-reliance, economic security and human dignity.

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English School's Poultry Experiment Hatches A Unesco Mission to Thailand

Ten years ago, at the Lingfield County Secondary School in England's green Surrey, the children carried out an experiment in Poultry. The eggs became chickens, some of the chickens were sold to buy pigs, some of the pigs were sold to buy calves and all of this—plus 20 acres of land—became part and parcel of one of England's most unusual courses in agriculture.

But it did not stop there. Because he happened to hit upon the idea of raising a few chickens to teach agriculture a decade ago, headmaster John Audric of the Lingfield school is now being sent to Thailand by Unesco under the United Nation techni. cal assistance programme. His job will be to work in Secondary schools now operating at Chachoengsao 60 miles from Bangkok, where Thai educators and a Unesco team are developing a model system of schools throughout the country. In rural schools in the area, agricultural training is part of the classroom programme.

* * *

Indians to Study English Educational System

Three Indians were included among teachers and students from 11 countries taking part in a survey of the English educational system arranged by the British Council in London. They were studying the general pattern of Primary and Secondary education by means of lectures and visits to a wide variety of schools, including primary, secondary, modern and grammar schools, and schools for the physically handicapped children. The survey ended with a general discussion on the English school system, with special reference to the methods at schools for handicapped children.

* * *

World Educationists Discuss Problem of Teaching Mathematics in Secondary Schools

Teaching of Mathematics in Secondary schools engaged the attention of the world's leading educationists in July. The subject was one of the three items on the agenda of the 19th International Conference on Public Education jointly convened by Unesco and the International Bureau of Education. The Conference, to which the authorities of 87 countries and non-self governing territories sent official delegates, met in Geneva from 9th to 17th July. The question of school inspection and progress reports on education in 1955-56 presented by Ministries of Education was also discussed by the experts.

The selection of mathematics teaching for consideration by this important international educational conference reflects the

growing feeling among teachers and the general public that there is much that needs putting right in this branch of education.

A survey on mathematics teaching in the United States, recently sponsored by the Carnegie Foundation, found that 50 out of 60 mathematics teachers were "confused". A British educational survey quotes the principal of a training college to the effect that "some students are in a complete muddle with the processes of arithmetic" Uneasiness expressed over the inadequate teaching of mathematics, particularly at the secondary school level, gets added attention at a time when there is growing demand for scientists and technicians to man the increasingly complex industrial and research plants of the atomic age.

Aspects of the problem that the Geneva conference discussed were: the place of Mathematics in the secondary school curriculum, methods of teaching all branches of mathematics, the training of maths teachers, text book and related questions.

Youngsters all over the world may well find that, as a result of this conference arithmetic may be a little easier, geometry a little clearer, algebra almost exciting and their maths teacher a less harassed person than before.

* * *

Education in the United States

Universal, free education at Elementary and Secondary levels is one of the main pillars of American democracy. More than one in every five persons in the United States attends full-time day school. During the 1955-56 academic year, out of an estimated population of approximately 165,000,000 people, Elementary and Secondary schools enrolled some 36,200,000 pupils. This number is expected to increase to at least 45,000,000 students by 1960. Colleges and universities, commercial and nurses training schools enrolled an estimated 2,750,000 in the Autumn of 1955.

Adult Education

An estimated 49,000,000 mature Americans take advantage of the opportunities for self-improvement through adult education. Public schools and universities provide night extension classes to serve the many thousands of adults, heads of families and others who are desirous of cultural advancement or of improving their position in life through acquiring new skills and knowledge. The public schools alone serve approximately 10,000,000 adults.

General education and special vocational training are available to workers in industry, as well as to plant executives. Full courses of study are mailed out by some 350 correspondence schools to an estimated 750,000 adults. Correspondence courses are also offered by 42 State universities and colleges.

Foreign Students

At present there are over 34,000 foreign students enrolled in different American colleges and universities. *Of these, some 1800 are from India.* This means that over one per cent of the total student body in institutions of higher education in America consists of visitors from abroad.

* * *

International Conferences for Teachers

An International Conference for teachers was arranged in August at Sonnenberg in the Harz Mountains of Germany. The theme of the conference was "Comparative education" which was conducted in English and German.

Another International conference was arranged by the Dutch Teachers' Organisation near Rotardam from August 4—11. The purpose of this Conference was to bring teachers together from various countries to exchange information and experiences. The theme of this Conference was "Education and the Arts".

* * *

Foundation Year Course at Keela

Perhaps the most original of the educational innovations made at Keela is the Foundation Year Course taken by all undergraduates entering the University College of North Staffordshire. This course aims at giving a student an insight into the heritage of Western civilization, the structure and origin of modern societies, and the nature, methods and impact of the experimental sciences ; it concludes with a review of some outstanding problems of the modern world. The main purpose of the lectures, in which

all professors of the College take part, is to bring out the inter-relation of the different fields of knowledge so that students of the arts and the social sciences may appreciate the aims and achievements of modern science, and the effect of scientific discoveries on civilization today. At the same time, the young science student should get some idea of the heritage of thought that has been transmitted from the ancient world and the early periods of European history.

* * *

Buddhist Art A Pilgrimage

Across the world, and especially in Asia, more than 500,000,000 people are celebrating the 2,500th anniversary of the Supreme Enlightenment of Buddha an observance that began last May 24 and will continue until the full moon of May, 1957.

In commemoration of that great event in the realm of human thought, "The Unesco Courier", illustrated monthly magazine published by Unesco devotes its current issue, a special edition of 60 pages, to "2,500 Years of Budhist Art and Thought". This special issue gives the reader both a panorama of the great masterpieces of sculpture, architecture and painting of Buddhist art in Asia, and a glimpse of some of the ethical ideals and the message of peace, gentleness and mercy which Buddhism, "one of the noblest edifices of thought ever created by the human spirit", has inspired.

Retracing the course of the spreading of Buddhism across Asia, "The Unesco Courier" shows how Indian art of that period—the first Buddhist art—gave to the peoples of neighbouring countries and those of remote lands faith and inspiration. For it was in paying honour to Buddha and showing religious fervour that many peoples developed arts—they carved images of him in wood, or stone, and in the faces of mountains.

International Centre For Educational Films For Television

The setting up of an International Centre of educational, scientific and cultural films for television, with head office in Paris and a network of regional or national offices was proposed to Unesco by film and TV experts from North and Central America, Western and Eastern Europe and India.

The purpose of this international centre, is to promote cooperation between the cinema and television and improve TV organizations access to the world's production of educational films and kinescopes. The International Centre, in its initial stage, is envisaged as a clearing house for information on sources of supply and on the requirements of television. It will also organise international festivals and meetings, stimulate the production of films for television, seek to facilitate the circulation of such films, including free films offered by member countries, disseminate information about practical experiences gained in various parts of the world and give special assistance to countries which have newly established television services.

The expert meeting convened in Paris from June 13 to 20 asked the Director General of Unesco to submit the project to the Ninth General Conference, meeting in New Delhi next November. After approval has been obtained it is proposed to set up an interim committee which will begin the work of the Centre and in particular organize a Constituent Assembly nine months after the constitution of the committee.

14 Countries Cut Tariffs On Educational Materials

Fourteen countries have reduced import duties on educational, scientific and cultural materials in tarrif negotiations conducted at the recently concluded conference of the Contracting Parties to the General Agreement on Tariffs and Trade (GATT) at Geneva, Switzerland. The Director General of Unesco had asked the conference to consider reducing duties on such marerials.

Unesco's request to the governments that took part in the GATT conference was made in order to supplement the action already taken by the Organization in sponsoring an International Agreement which exempts a wide range of educational, Scientific and cultural materials from import duties. The Unesco Agreement, prepared with the assistance of the GATT, is now applied by 22 countries.

Unesco Meeting Stresses Role of Education in Economic Development

An emphatic appeal for increased recognition of the role that education must play in the movement for economic and social development now sweeping the world has been made by a conference

of educational experts from nine countries including India that met in Paris under the sponsorship of Unesco.

In a statement adopted at their closing meeting, members of the conference declared: "It is not enough to make men better farmers or to improve their health for neither the prosperous farmer nor the healthy individual is necessarily a better man. Health and productivity are only part of the problem."

* * *

Unesco Cuts Science Dictionary Cost

Scientific dictionaries in one or more languages—one of the major tools required by nations now expanding industrialization and scientific research—can now be produced at a fraction of their usual cost by a new method developed by Unesco. The need for these dictionaries is underscored by the fact that of the one million scientific reports and paper issued every year, more than half are published in languages that more than half the world's scientists cannot read.

The production system is based both upon a low-cost photo-offset printing process and a cooperative compilation of dictionaries to assure their authoritativeness. It was developed by Dr. J.E. Holmstrom of the Unesco Department of Natural Sciences and tested recently in Egypt.

Under this system, definitions and their translations are typed out on reference cards as they would be in normal publishing methods. But then the cards are made up into a page and photographed directly to produce a plate for offset production. The costly process of setting type—especially costly in languages such as Arabic with complex scripts—is eliminated.

* * *

British Museum Specialist in Indonesia

Mr. John C. Irwin, of the Victoria and Albert Museum in London arrived in Indonesia on a six months Mission for Unesco to work with Indonesian government authorities who are now planning to establish new state museums at Jakarta, Jogjakarta and Solo.

Mr. Irwin has been associated with the Victoria and Albert Museum, where he is keeper of the Indian Department since 1946. In 1955, he served as historical adviser for the Exhibition of Indian textiles held at the Museum of Modern Art in New York and, two years previously, he acted as adviser in the planning of the Calco Museum of Textiles at Ahmedabad in India. Before joining the staff of the Victoria and Albert Museum, he was private secretary to the Governor of Bengal from 1942 to 1945.

* * *

Social Sciences and Peace

The contribution of the social sciences to peaceful international co-operation was discussed at a meeting convened by Unesco of international experts held in the Palais des Nations, Geneva, from July 9 to 14. The conference was intended not merely to promote the free exchange of scientific information between specialists in law, political and economic science, historians, sociologists and psychologists from the various cultural regions, but also to recommend a research programme to be carried out jointly or separately by the various branches of social science during the next two years.

The Conference appointed four working parties, of economists, jurists, sociologists and specialists in political science, and two joint committees. It then designated two general subjects for joint study by the various international social science associations: the theory and historical development of the concept of peaceful cooperation (and co-existence); and economic relation between countries with different economic and social systems.

* * *

Arabic Academy, Damascus

Mr. A.A.A. Fyzee, Member, Union Public Service Commission, who was formerly Principal, Government Law College, Bombay, and for long a Member of the Bombay University Senate, has been elected a Corresponding Member of the Arabic Academy, Damascus. He is the author of three books and about 50 papers on Islamic Law and Culture.

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Education and Society. I. L. Kandel and four others. With a Foreword by Sir John Sargent. Back-ground Special. Batchworth Press, London, 1955. 176 p. 5 sh.

THE problems relating to Indian education have grown apace since the advent of independence. The number of students has increased ; teachers of the required quality are not forthcoming ; we have not been able to offer proper facilities for technical education at the Secondary stage to our students and finally we have not solved the vexed question of central and provincial control. The little book under review is a stimulating volume which gives us in broad outline a glimpse into the educational systems of England, France, the United States of America, Central Europe and Scandinavia. Each of the authors is an expert on his own subject and within the space of 30 to 40 pages gives us a clear picture of the educational vista of his own country. Thus, we can learn much from the book.

The United States of America is a multinational state and its education is designed to weld together into one nationality the conflicting aims and ideals of a large number of nationalities. Public interest is a feature of American education and there is a partnership or close collaboration between Federal and State control.

In Britain, as is to be expected, they hasten slowly. A combination of the old and the new is a feature of British life. There is a healthy partnership between the central and local Government authorities and academic freedom is considered an essential principle which must never be attached or be impaired.

The French system of education shows the marks of central control. The education in the Lycees is on the classical pattern and the whole system is based on the consciousness that France is one of the leaders of European culture. An excellent statement of the ideals of French education is to be found in the words of Langevin :

> "We conceive of general education as an initiation into the diverse forms of human activity, not only in order to determine the aptitude of the individual ..but in order to allow him to remain in contact with his fellow-men..." As the philosopher Comte has said, "Upbringing must have humanity as its goal: it must develop in each of us, that is to say, everything that can go to make an enlightened man, capable of detaching himself from his occupation, his party or sect, so that he may judge his time untramelled, and judge it in the light of the lessons of the past, and of the requirements of the future alike."

In Germany and Central Europe the educational systems have many features in common. There is the *gymnasium* (similar to our High school) which gives a classical background and is the door for entry into the University, and there are the technical schools, commercial, scientific and technological, which give a sound education and fit the boy for some technical line in later life.

Scandinavia has its own particular problems. The states are sparsely populated and the schools are therefore established in

villages where the students have to travel great distances before they can obtain their education. The local authorities arrange for buses, or encourage boys to buy bicycles in order to attend school. But a most interesting feature is the Folk High School. The Danish Folk High Schools offer courses for young people of 18 and upwards for five or three months during summer. The students who attend these High schools are already workers, viz. farmers or artisans or domestic servants, but they seek to understand the deeper problems of life such as those revealed in literature, history, philosophy or political science. A nation whose workers in the practical fields of life desire instruction of this character must necessarily be highly advanced in culture and one feels that one should know a great deal more about the subject than is generally available to Indian readers.

The volume before us will certainly foster further interests in the subject and is a worthy addition to the series known as Background Books.

A.A.A. Fyzee

Higher Education and Rural India. S.N. Mukerji; Acharya Depot, Book Baroda 1956. pp. 342; Rs. 10/-.

THIS book was originally written as a doctoral dissertation. The author has tried to make a general survey of all the literature that has been produced on the subject in India during the last few years. The study takes into account the recent reports of the Commissions appointed by the Government of India on University Education (1949), Secondary Education (1953) and Higher Education in Rural Areas (1955). He also examines recent developments that have taken place in Higher education in the U.S.A. so that we may derive benefit from American experiences, particularly from the Land grant movement.

The author ends by drawing up a plan of a Rural University. This plan is not different basically from the one which has been drawn by the Committee on Rural Higher Education and yet the author thinks that the Committee's recommendations do not aim at any fundamental reconstruction of Rural Higher education. The author regards the recommendations of the Rural Higher Education Committee as 'idealistic and non-realistic' and still he does not have any practical or more realistic scheme to put forward except that he prefers to have Rural Universities rather than Rural Institutes. There is nothing original in this idea. The University Education Commission had already made that recommendation.

The book focusses our attention on one of the most vital problems of Indian Education and has appeared at an opportune time when Rural Institutes are being started all over the country. The development of Rural Institutes must be a slow process and though we may learn from the experiences of other countries, the Institutes must be rooted in the soil of India.

K.L. Shrimali

Teach Yourself to Teach L. Wilkes English Universities Press Ltd., London, 1946. pp. 194. 6sh.

A large number of teachers teaching in our schools today have had no professional training, and quite an appreciable proportion of these have read little or nothing on the principles and practice of teaching. For such teachers, this book by Professor. Wilkes can serve as a very useful introduction to their work.

Teach Yourself to Teach has several good features. Its strongest point is that it is extremely practical ; at the same time it is based on sound psychological principles. The exposition is clear and the verbal illustrations used are drawn from a wide field. Actual classroom situations are presented time and again to demonstrate the validity of the principles proposed for the acceptance of the reader. To take just one illustration. In stressing the need for neat, well-planned and well-executed blackboard work, Professor. Wilkes asks : "How can we ask pupils for cleaner work, better writing, figuring and drawing than we display ? How can we reject exercises as 'scrappy' and disconnected if the class regularly see isolated words, slipshod statement, half-erased jottings, inaccurate drawings and unfinished

records on the blackboard ?"

The book abounds in useful suggestions, many of which are amazingly refreshing. One such suggestion is the use of "quests" to keep alive the interest of children in what they are learning. By "quests" the author means exploratory activities outside the classroom. They may take a variety of forms, such as, looking up old records, conducting surveys, consulting people, referring to gazetteers and encyclopaedias, and preparing plans, maps, models etc. Quests can be an extremely useful form of homework, in which parents too are likely to take a keen interest.

The book covers a lot of ground in less than two hundred pages. There are sections dealing with interest and attention, types of experience, listening and questioning, different methods of teaching, the process of learning, problem solving, manipulative skills, aesthetic appreciation, use of apparatus and material aids, drill and revision, quests and tests, likenesses and differences among children, character training and discipline, and the role of the teacher. Even trained teachers who turn to this book will find in it much valuable food for thought.

E.A. Pires

Down the Corridors. Fielden Hughes Arthur Barker Ltd., London, 1956. 12sh. 6d.

"DOWN THE CORRIDORS" is the story of a typical day in a large boys' school in England today. Its special merit is that it deals with completely normal boys, neither hooligans nor juvenile delinquents. It is written by a Headmaster with 30 years' experience and with an ease and a love of his theme that reveal the genuine educationist.

Educational fiction is often a disguise for educational credos. Somewhere, some time the author of an educational autobiography must ventilate his opinion on a controversial aspect of education. That is why one approaches an educational novel with a certain amount of caution. But increasingly, educational fiction has earned a place as fiction in its own right. It is read because it is live, relevant and deeply interesting from a human point of view. It has the additional advantage of discussing boys or girls, teachers or students from the point of view of those who have seen these categories of people at close quarters and are in a position to speak knowledgeably about them.

We should always be able to count upon understanding from an educationist of experience. This is not, however, always true of educational writing for a great many books have emerged recently that are witty, clever, brilliant and highly critical, but that do not reveal the essential quality of understanding that we have a right to demand of teachers.

In this respect Fielden Hughes is perhaps among the very wisest of the educational novelists that I have recently come across. There is about his writing an air of complete contentment that contains no element of complacency. Happy in his home with meals in the garden on a summer's day and a wife he loves, he is also completely happy in the school that is evidently the pivot of his energies and plans. The contour of school and home (in that order) is a complete circle of fulfilment. With his teachers, with the possible exception of Mr. Bryan, he enjoys the sympathy of a colleague and a friend. From the boys he has not respect merely or fear, but trust, a remarkable thing for a headmaster to acquire in a large school whose numbers make personal contact difficult. There is enough anecdote and description of the kind of people a Headmaster meets and the personal and professional problems he is called upon to solve, to make this book as absorbing as a romance. And, the writing is always good and sometimes sensitive and penetrating.

In India we are not likely to encounter all the problems that this Headmaster describes as part of his working day. But the essential nature of boys is probably the same in every part of the world, and there should be sufficient in the wisdom and practical good sense of "Down the Corridors" to make it agreeable counsel for Headmasters in India.

Muriel Wasi

Teaching English—A magazine devoted to the teaching of the English Language in India. Published for the British Council by Orient Longmans. Rs. 3/- per annum.

THIS magazine was first published in April 1954 and appears four times a year.

It has become a platitude to say that the teacher of English in India today has a task that is both different from and more difficult than that of his predecessor of a decade ago. Not only has the time given to teaching English been greatly curtailed but the pupils have no opportunity of practising the new skill they are acquiring outside the English lesson as was the case when English was the medium of instruction. Yet inspite of this very different situation teachers are blamed for the fall in standards. The fall in standards has meant also that the younger teachers who are now entering the profession are themselves not so well equipped with accurate command of the language as are the older generation. It is significant, that a test given two weeks ago to a group of B.T. students at the beginning of their training, revealed the fact that very few of them could use correctly the anomalous or special verbs such as may, might, could, must, need etc. which form part of the language study in the fourth year of school English in that state. It is for such teachers that a magazine such as Teaching English can be a real blessing. For among its contents are included not only articles about various general methods of teaching but also notes that help with these specific details which are essential for a correct use of the language. There has been, for example, a series on "*Notes on English Verbs*" and an article on *May and Might* contributed by Mr. J. G. Bruton, the Education Officer of the British Council in Delhi, and also a very clear description of how to teach indirect speech. Other difficulties are dealt with in Question Box. It is hoped that such practical articles will continue to be a feature of the magazine. Other articles of a practical nature have dealt with the question of group work, the use of the blackboard, pictures, teaching handwriting, examinations. There could be many more useful articles of this kind if experienced teachers would accept the invitation of the editor and send in articles describing how they themselves deal with different difficulties. It is such descriptions of actual experiments that are of more value to the practising teacher than discussions on syllabi or articles of a more general nature. General articles, of course, have also a place. The teacher will find such articles as '*The Need for Reform*' and '*Teaching One Thing at a Time*' by Professor C. S. Bhandari and Dr. West's article on the *Textbook* stimulating and informative.

There is, however, one large group of teachers whose needs are hardly met by the magazine. Those are the teachers of the first few years of English, and it is they who more than any other need help and advice of a practical nature. Those teachers themselves have learnt English for a comparatively short time. Flexibility and adaptation to the children's needs is difficult. The language in which most of the articles in *Teaching English* is written is too difficult for them to follow easily. It would be a great help if a section of the magazine could be devoted each quarter to helpful articles for these teachers written in a controlled vocabulary and simple straight forward language.

J. F. Forester

The Teaching of English Spelling (Teaching in India Series). H.R. Bhatia Oxford University Press, Madras, 3rd Edition, 1956. pp. 108, Rs. 2/-.

I must admit that I am always a little suspicious of books relating to the teaching of English originally published before Independence and re-issued at the present time in a new edition. The situation of English in India after 1947 is so different from what it was before Independence that a great many books written for the old dispensation are valueless in the present situation.

Mr. Bhatia, however, has taken cognisance of the changed position, and has made modifications in the new edition of his well-known book, originally published in 1936.

The difficulty of English orthography is one of the main obstacles to be overcome by the foreign learner, but it is well to remember that it constitutes an almost equally difficult problem for the native English speaking child. One of the consequences of this difficulty is that in our Primary schools we are obliged to spend far more time on teaching our children to read and write than is necessary in the case of Spanish or Hindi speaking children, whose language is much more phonetic. In view of this, a great many experiments have been carried out into this particular problem, and these have led to the abandonment of teaching the ABC, the adoption of the so-called phonic method ("The cat sat on the mat") and of the sentence method, almost universally used in our schools today.

The problems of a foreign learner of English are obviously of a different character. He begins the study of English at a much later age than the native child, his needs are much more restricted, and it is possible to exercise more control over his contact with English words. Mr. Bhatia emphasises the last of these factors, pointing out that teachers should concentrate on teaching children to spell accurately only the words that they will actually need to use in their writing, and that it is a waste of time to oblige children to learn long lists of difficult words which they are unlikely to use.

Experiments have shown that the ability to spell a given word correctly depends entirely upon the quality of our visual image of it. Some proof of this is to be found in the practice commonly employed by native English people who are uncertain about the spelling of a word they need to use. They usually write the word down in two or three possible versions and choose the one they prefer merely on its appearance. It follows, therefore, that in teaching we should try to build up correct visual images of English words, by the use of proper texts, the black-board and flash-cards. Mr. Bhatia suggests a variety of ways of building up correct pictures and enumerates a number of exercises and games which serve the same purpose.

A useful feature of the book is the collection of appendices which deal with some salient difficulties of English spelling and suggest ways of writing them by grouping together words which are phonetically and orthographically similar in some respect. It is disappointing that Mr. Bhatia makes no mention at all in an otherwise useful book of the question of American spelling.

J. G. Bruton

Selection of Children for Secondary Technical Education at Eleven Plus. Veda Prakasha Central Institute of Education, Delhi, 1956, pp. 27. Rs. 1/8/-.

THE reorganised pattern of Education based upon the recommendations of the Secondary Education Commission would include eight year's of Elementary education, three years of Secondary and three years of University education. The Secondary education would begin at 14 and cover the period from 14 to 17. One of the important characteristics of the proposed Secondary education is the diversification of courses. The assumption underlying the introduction of different types of courses is that the individuals differ in the abilities they possess. This has been taken into consideration while designing the scheme of courses. It makes it possible for a large number of pupils to pursue courses compatible with their abilities. Of course, this would involve the problem of allocating the pupil to courses to which his capacities are best suited. A procedure of selection, therefore, becomes necessary to ensure that the pupil is admitted to such subjects after his abilities are assessed and found satisfactory. There seems to be relatively large agreement regarding the need and the pattern of selection procedure. But at what age-level the selection will have to be introduced is still controversial. This is intimately related to the problem of measurability of an ability at a particular age-level. While some psychologists are confident that most of the abilities are mature enough to be reliably assessed even at 11+, others would prefer the late teens.

The present brochure is an attempt at

a critical evaluation of the existing experimental literature relating to the problem of the earliest age at which selection will have to be done for technical courses. Success in technical subjects, it is believed, can be predicted on the basis of certain abilities measured, such as practical ability, spatial ability, etc, A number of investigations have been carried out to ascertain whether these abilities will have emerged properly at 11+. The brochure under review consists of an examination of the conclusions of some of the studies. The findings of Alexander, Drew, Earle, and Dempster confirming the existence of a practical factor at 11+ have been rejected. The conclusions of Slater and of a study conducted by the author himself, where no such factors were in evidence have also been examined. The author seems to be more in agreement with the views of Cyril Burt than with those of Rodger, in whose evidence to the Garside Committee he completely discards the use of any existing psychological test for purposes of selection to technical education. In the discussion of the results of these studies, the author has developed the argument logically. The attempts of Margaret Mellone, El Koussy, and the Moray House 11+ Enquiry, which are relevant to the present study have not been included in it. Emmett in a similar attempt has re-analysed the results of Mellone, Drew, El Koussy and Slater. In no case could he set a practical factor, but in each case he was able to get a factor identifiable as spatial. In the Moray House Enquiry also, there was evidence of a spatial factor. The method he used for analysis was Landley's Maximum Likelihood Method which is reputed to use the maximum information available. The presence of a factor in one analysis and the absence of the same in another should emphasize the need of the factors to be invarient before they are accepted. It also points out that factor analysis should not be used to find out "new truths" but to confirm or reject in a statistical way old beliefs.

The author has also briefly dealt with the problem of Typology and whether special abilities are to be regarded as either inborn or acquired. He deserves to be congratulated on his lucid and logical analysis of the results relating to his important problem. The publication of this attractive and useful brochure should inspire other workers to undertake similar studies.

T.K.N. Menon

School Building in Scotland. Primary Schools. *Scottish Education Department.* pp. 40. 1s. 6d.

"OUR school buildings could be classified into four types (1) Pre-historic ; (2) Pre-Roman, (3) Pre-war and (4) Pre fab". Thus wrote a certain humourist in poking fun at the delapidated, down at heel and 'made-to-do' school buildings of post-war Britain. The Educational authorities have been aware of the acuteness and urgency of this problem and through His Majesty's Stationery Office have released several building bulletins giving technical expert advice to local educational authorities.

Taking into consideration the particular Scottish problems, the Scottish Education Department have now brought out the present handbook on Primary schools—the first one of the series—to guide educational authorities and architects on the problem. The various suggested plans given for one stream and two stream Primary schools and letter-press describe how one may keep within the limits of prescribed cost and the prescribed maximum and minimum of building area and yet take full advantage of present day building and engineering techniques to provide the most efficient use of space, greatest range of educational facilities and pleasing environment. The principle underlying the preparation of all plans are the educational and physical requirements of teachers, economy, ease of administration and beauty. Thus for, example, in planning infant blocks, note is taken of the less formal atmosphere prevailing in these classes and need for more space for activity teaching. Cloak room and lavatory training being part of the training of an infant, in most places arrangements are made to have these rooms adjacent to and separate for each different classroom. Thus economy is achieved (a) by providing dual purpose accommodation for

rooms which ordinarily lie idle for most of the day ; and (b) by clever grouping of classrooms which reduce plinth area, thereby also helping to make administration easier by cutting out long corridors. Beauty is aimed at by working the school into the side and by preserving any natural characteristics that may already exist, like trees, hollows and banks around.

Separate unit plans are given for infant, administrative and two stream or one stream classrooms. These units are dovetailed into the whole plan of complete school buildings. So if a school authority wishes to have diffeent permutation combination, it could do so.

Several of the statements in this booklet appear to be startling probably because they are new. A good case both from the point of utility and beauty is made out for making the assembly hall square rather than the usual rectangular shape ; again some of the rooms have been given the height of only eight feet ; it is also claimed that left hand lighting is not essential provided certain other measures are taken.

We would do well to follow the example of the education authorities in Britain in giving technical expert advice to local educational authorities. In our country education is undergoing rapid expansion and hundreds of new schools are being opened every year in all sorts of buildings, which are mostly converted residential houses with a block or two of new construction. Obviously they have several drawbacks which must be remedied. At least there is no justification for having new buildings which are ugly and ill-constructed. In Chandigarh one comes across school buildings which have the assembly hall partitioned by a thin screen to provide store space for cycles. This, as one can well imagine, will effectively disturb any lecture or assembly that may be held in the hall at any time of the day. Our Union Ministry and the State Departments of Education would be rendering a much needed service if they brought out several building bulletins or hand-outs on the conversion of residential houses or on planning for different types of schools.

Vijay Mulay

Primary Education in Satara District (Reports of Two Investigations): D. R. Gadgil and V. M. Dandekar. Gokhale Institute of Politics and Economics, Poona-4, 1955 : pp. 172. Rs. 6/-

THE two investigations included in this book were conducted by the Gokhale Institute af Politics and Economics on behalf of the Government of Bombay and were published by the Bombay Government earlier. The first relates to the problem of lapse into illiteracy and the second is an investigation into wastage and stagnation in Primary education, both with reference to conditions in Satara District.

These studies are valuable, firstly, as a method of research and secondly, for the conclusions they have arrived at. It is indeed interesting to note that the two research problems in the field of education should have been so well handled by an Institute devoted primarily to research in Politics and Economics. Perhaps this is an evidence of the fact that in regard to research in various aspects of social services, we ought to look for assistance to our social scientists in the Institutes and Schools of Sociology, Politics and Economics. A liaison between the Institutes of education doing research work and these will considerably help us in the use of proper methodology in research projects of this type. In the first project Shri D.R. Gadgil has explained clearly the definition of concepts, methods of measurement of data, the various tests employed and examination of the reliability and validity of such tests, the sampling cf statistical data collected, etc. This gives us an indication of the scientific methods which field workers dealing with surveys of educational development have invariably to follow. The environmental and educational factors as well as those of social and economic development and their bearing on the problem of lapsing into illiteracy have been carefully studied and the conclusion reached, though obvious, becomes irrefutable. It is that, as a minimum a pupil should complete a four-year course at a school in order to ensure the retention of literacy through all his later life. Compulsion in this regard seems to be the only remedy that is likely to prove effective.

It has been pointed out that the investigational data did not indicate that one-teacher schools are specially responsible for ex-pupils of schools lapsing into illiteracy. The lack of training on the part of teacher did not also seem to be responsible for any special degree of this lapse. Actually it is shown that one-teacher schools and untrained teachers do not constitute a problem of major importance in relation to these questions. The main reason for lapse into illiteracy appears to be that in the majority of instances, reading and writing habits are neither developed nor maintained and that the educational effort is wasted even if there is no actual lapse into illiteracy.

The second study regarding 'wastage and stagnation' follows the same method of investigation and contains considerable amount of statistical data and sifting of evidence. The various reasons given by teachers who were examined for the purpose, indicate that the wastage was due to one or more of the following causes. The pupil had migrated to another place; was employed on a family farm; was employed in the non-agricultural occupation of the family; sought casual employment in the village; occupied himself in tending the cattle or sheep of the family; turned out to be a truant or was intellectually sub-normal.

There is no doubt that the remedy for stagnation and wastage lies in improving the quality of teachers and the teaching techniques and in making Primary education compulsory. But the whole problem is connected in a large way with the economic life of the people; and unless that is progressively improved, educational development may not be real and effective.

K.L. Joshi

Periods of Stress in the Primary School. National Association for Mental Health, London. 1955. pp. 38. 3 sh.

AT the invitation of Unesco, the National Association for Mental Health held in 1954, a series of meetings of representative experts to make a study on periods of stress in the English Primary school and to make constructive suggestions for the mental health of pupils. These meetings were a follow-up of the Unesco Regional Conference on "Education and Mental Health of Children in Europe" held in November-December 1952. The pamphlet under review embodies the findings of the experts.

Emerging clearly and based on extensive experience, as one reads through this 28—page booklet, is the belief that the care of mental health should begin early in the home and that it should be a prior concern of Primary schools, if it is not so already. Upon a child's early emotional security depends his mental health, which in turn influences his attitude to school in particular, and life in general. But the most assuring atmosphere for a child's sound mental health is when, between parents and teacher and between them and other adults, a relationship is built based on mutual respect, cooperation and an observance of consistency in matters of principle and courtesy.

The report does not suggest that stress should be removed from a child's life. On the contrary, it emphasises that stress is inherent in living; "that reaction to stress is a factor in the maintenance of health, that the manner of reaction is an index of the quality of health, and that the pattern of reaction laid down in childhood tends to persist through life".

Questions like what are the child's emotional difficulties and at what periods and under what conditions of English Primary education they occur are provokingly discussed. Neither the problems mentioned nor the suggestions offered are improbable in our child or adult behaviour or impossible to implement in our school system. Further the study could convince and clarify our minds on the subject or suggest new ones. Two assumptions are made in this connection—"that children, parents and teachers have some basic needs which are the same in every culture; that knowledge obtained through the educational experience of one group can be of use to other groups".

It is always encouraging to know how other countries overcome their educational shortcomings. It has been observed in this report that in spite of their long history in Primary education, the English educationists appear to be in need of research and experi-

mentation in Primary education work. Their follow-up or other studies on this and allied subjects would be welcome in India where we are increasingly concerned with the revitalization of a conventional pattern of Primary education.

A stimulating and easy-to-assimilate study, it is commended to all educationists and parents interested in Primary school and can be bought from the publishers at a low price.

The three appendices contain, an annotated bibliography of current educational literature—the best known of their class, followed by a note on the educational system and teacher training in England. A page or two spotlights signs and symptoms of emotional difficulties. Finally there is a list of publications of Unesco and other countries on a similar field of study. A wide coverage for a small but valuable and helpful document.

Roshan Marker

The Normal Child. C. W. Valentine. Penguin Books Ltd. Middlesex. 1956. pp. 291, 3s. 6d.

"I hate dogmatism without evidence in Psychology", says the author of this valuable book, and it is a pleasure to note how well he avoids it. Indeed the book is exemplary in supporting each point with the results of experiment or observation. Where the number of children observed is small, or belongs in any respect to a select group, these limitations are pointed out and methods critically examined.

"The Normal Child" reports studies of children in schools and homes. The children are not selected for any particular behaviour problems or the absence of them. The book brings out the wide range of individual differences, and shows how an average child's behaviour includes at least some traits that are usually considered to be neurotic symptoms. It helps to give a balanced view, and puts these traits in their correct perspective.

Sometimes the discussions appear to be incomplete. Perhaps the omissions are in the interests of brevity, but one wishes for a fuller presentation of possible explanations of behaviour. For example, in a discussion of Adler's views the author stresses the wide range of individual differences in the will to dominate, and suggests that a weak urge for domination is demonstrated by the child who meekly accepts his weakness and remains submissive to the superiority of others. The author fails to point out that such a child in merely earning compliments such as "good and modest" etc. may be satisfying his urge to assert him or herself. If the strength of the basic urges differ in human beings, no less do their modes of expression.

Criticisms of other viewpoints have rightly a place in a book of this type, but the slightly ironic rather than objective tone of such references tends in places to mar the style. However, such instances are few and the general approach of the book is rational and scientific.

It is doubtful if the book is suitable, as is claimed, for those who have no previous knowledge of psychology. For instance, those who are not familiar with the vast literature put out in recent years on the influence of environment might conclude that the author is inclined to imply that the strength of in-born tendencies is all-powerful in determining personality, whereas he is only emphasising the need for impartial consideration of evidence in favour of all factors, but devoting more space to inborn tendencies since the influence of the environment has been stressed by other writers. Again, what is said of neurotic tendencies seems to be addressed to readers who know what traits are usually considered as symptoms of neurosis, and why they are so regarded.

To students of psychology the book is highly recommended. When we consider that while a school child is expected to state evidence that leads us to conclude that the earth is round, and to give systematic proof of mathematical truths (even post-graduate students of psychology seem to be satisfied by mere theoretical generalizations about human behaviour) we realize that—books such as "The Normal Child" that insist on evidence in support of all theory, need to be more widely used.

E. Marr

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Sch World—School World. K.G. Warty ed. Rs. 3/- 117. Thalakwadi, Belgaum. (m)

Sec Educ—Secondary Education. Rs. 2/- Ministry of Education, Government of India, New Delhi. (q)

Shiksha—Shiksha. C.N. Chak ed. Rs 7/- Ashok Marg, Lucknow. (q)

Social Educ—Soctal Education. S. Raghvan. Executive Officer for adult education, Office of the D.P.I., Trivendrum. (m)

Social Educ News Bul—Social Education News Bulletin. V.S. Mathur, ed. Rs, 3/- Indian Adult Education Association, 30, Faiz Bazar. Delhi. (m)

South Ind Teach—South Indian Teacher. Rs. 5/- 520, High Road, Triplicane, Madras-5. (m)

Teach Jnl—Teachers' Journal. Rs. 7/- The Editor, 15 College Square, Calcutta-12 (m)

Teaching—Teachtng. Rs. 4/- The Editor C/o Oxford University press, Post Box 31. Bombay-1. (q)

KEY TO ABBREVIATIONS

+	Continued on later page of the same issue
&	and
Ap	April
Je	June
Mr	March
My	May
m	Monthy
no	Number
q	Quarterly

The following is a sample explanation of abbreviations used :—

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The article of L.K. Fox will be found in the Educational Forum Volume 1 number 2 on pages 18 to 22 of the April 1956 issue.

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